DOCUMENT RESUME

ED 318 811 UD 027 377

TITLE	Kentucky Resource Guide for Chapter 1 Teachers.
INSTITUTION	Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.
PUB DATE	Aug 87
NOTE	197p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Bulletin Boards; *Classroom Techniques; Compensatory Education; *Discipline; Mathematics Instruction; *Parent Participation; Program Effectiveness; Reading Instruction; *Remedial Instruction; Resource Materials; State Programs; Teaching Guides
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1; *Kentucky

ABSTRACT

This instructional resource guide has been developed to assist Kentucky teachers in compensatory education programs funded under Chapter 1 of the Education Consolidation and Improvement Act. Over 100 suggested classroom activities, games, and bulletin boards are grouped under the following topics: (1) effective instruction for Chapter 1 students; (2) reading instruction; (3) mathematics instruction; (4) classroom management; (5) parent involvement; and (6) attributes of successful Chapter 1 programs. The latest research on each topic is highlighted and related to the classroom activities, which were contributed or developed by practicing Kentucky and West Virginia Chapter 1 teachers and Kentucky Department of Education staff. Each activity is referenced to the "Kentucky Essential Skills." While designed specifically for a remedial setting, these ideas and activities can be adopted in any classroom at any level. An index to instructional activities, coded by grade level, is appended. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joanna C. Brooks
Ky Dept of ED.

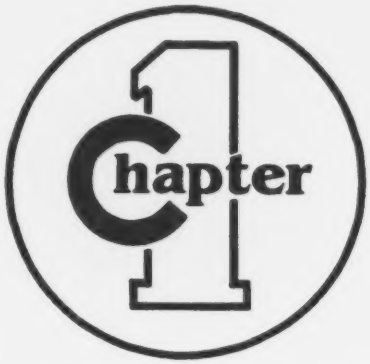
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

UD 027 377

KENTUCKY

Resource Guide for Chapter 1 Teachers



Kentucky Department of Education

The Kentucky Department of Education provides equal educational and employment opportunities.

ACKNOWLEDGEMENTS

This Kentucky Chapter 1 Resource Guide was developed through the collaborative efforts of Chapter 1 teachers and the Kentucky Department of Education with the assistance of Advanced Technology, Inc. The contributions of the following development team members are gratefully acknowledged.

Robert H. Simpson
Chapter 1 Program Coordinator
Division of Compensatory Education
Kentucky Department of Education

for overall coordination and editing on the project

Linda W. Thompson
Senior Research Associate
Region 2 Technical Assistance Center
Advanced Technology, Inc. - Indianapolis, IN

for research, writing and editing on the project

Kentucky Chapter 1 Resource Guide
Teacher Committee

Wanda Beattie	Harlan County
Sara Call	Frankfort Independent
Janet Emerson	Casey County
Sharon Gillespie	Jefferson County
Jeannie Harrison	Calloway County
Shirley Haws	Martin County
Marilyn Hughes	Anderson County
Judy Kurtz	Mason County
Judy Harris White	Bowling Green Independent
Pam Wohlford	Floyd County
Nancy Wood	Pendleton County

for input and instructional ideas

Michael A. Moore
Secretary Chief/Data Entry Specialist
Division of Compensatory Education
Kentucky Department of Education

for layout and typing of the book

The GRE/AT Books I, II, III, IV
Chapter 1 Ideas that Work and
Bulletin Boards that Teach
West Virginia Board of Education
Charleston, WV

for instructional and graphics ideas

Gladys Owens and Mimi Hackney
Graphic Artists
Division of Media Services
Kentucky Department of Education

for graphics consultation and design

For assistance in implementing the ideas contained in this guide or in general Chapter 1 program improvement, please contact:

Bill Shouse, Director
Unit for LEA Grants (Chapter 1)
Joanne Brooks, Director
Division of Compensatory Education
Kentucky Department of Education
(502) 564-3301

KENTUCKY CHAPTER 1 RESOURCE GUIDE

TABLE OF CONTENTS

		Pages
1.	A Message to Kentucky Chapter 1 Teachers	iii
2.	Research on Effective Instruction for Chapter 1 Students	1
3.	Reading Instruction: ▸ Research ▸ Strategies ▸ Instructional Ideas	7
4.	Math Instruction: ▸ Research ▸ Strategies ▸ Instructional Ideas	127
5.	The Well-Managed Classroom	167
6.	Effective Parent Involvement	177
7.	Reviewing and Assessing Attributes of Successful Chapter 1 Programs	183
8.	Indexes to Instructional Ideas	199

Dear Chapter 1 Instructor:

This instructional resource guide has been developed especially for you. It is an idea book BY teachers FOR teachers!

As fellow educators, we feel that the concepts and ideas included in this manual will be beneficial to you and your students. We have carefully selected from successful programs and practices in creating this compendium of proven, flexible classroom activities for infusion into your curriculum. We hope that you will share with us the excitement and enthusiasm we feel in being among the first recipients of this important teaching aid.

Many ideas are from Kentucky Chapter 1 teachers in programs similar to your own. In addition, materials from the West Virginia Chapter 1 resource manuals are being included. All of the ideas in this guide have been carefully screened, then further expanded and adapted for this publication.

While this book is designed specifically for Chapter 1 instructors, the ideas and activities can be adapted in any classroom at any level, not just in a remedial setting. The content areas can be correlated with ongoing programs at appropriate times by individual teachers. Please share the ideas in this book with other teachers.

We sincerely hope that you will find this guide to be a valuable educational resource. The Kentucky Department of Education has made it possible for you to be among the first to receive and enjoy it!

Sincerely,

KENTUCKY CHAPTER 1 RESOURCE GUIDE TEACHER COMMITTEE

Wanda Beattie	*Caywood Elementary*	*Harlan County*
Sara Call	*Second Street Elementary*	*Frankfort Independent*
Janet Emerson	*Phelps Elementary*	*Casey County*
Sharon Gillespie	*Knight Middle School*	*Jefferson County*
Jeannie Harrison	*North Elementary*	*Calloway County*
Shirley Haws	*Warfield Middle School*	*Martin County*
Marilyn Hughes	*Emma B. Ward Elementary*	*Anderson County*
Judy Kurtz	*Mason County Middle School*	*Mason County*
Judy Harris White	*L. C. Curry Elementary*	*Bowling Green Independent*
Pam Wohlford	*Martin Elementary*	*Floyd County*
Nancy Wood	*Southern Elementary*	*Pendleton County*

RESEARCH
ON
EFFECTIVE
INSTRUCTION
for
CHAPTER 1
STUDENTS

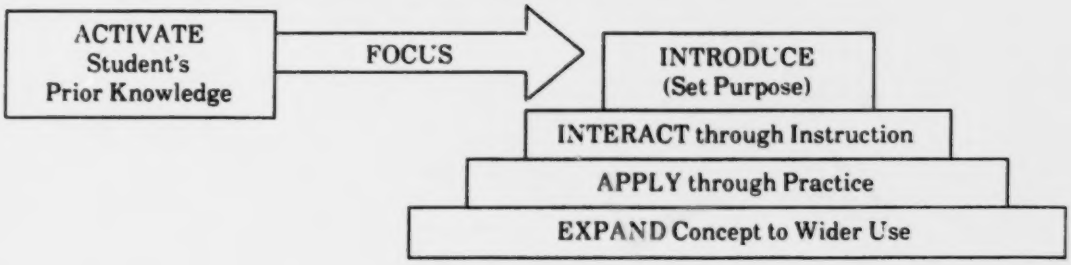
0 1 7

A MODEL FOR EFFECTIVE INSTRUCTION

Over the past ten years researchers have been learning more about the art and craft of teaching. Studies in this area have helped to identify factors critical to student learning as well as teacher behaviors and practices which enhance that learning process. As expected, research shows that teaching and learning are clearly interrelated. The research has provided specific insights which appear important in helping to increase the effectiveness of the instruction.

The instructional ideas included in this resource guide are presented in a format based on current educational research. An explanation of this format for instruction and the research premises upon which they are based are outlined below. The steps in this format can be applied by teachers to enhance the effectiveness of all, or nearly all, classroom lessons.

A Research-Based Model for Effective Instruction



INTRODUCE

Learning is a building process. This means students add new skills and knowledge to information which already exists in their memory. Information existing in memory is often referred to as PRIOR KNOWLEDGE or BACKGROUND KNOWLEDGE. It is very important for a teacher to tap the student's background knowledge as each lesson begins. This activates what the student already knows and calls forth a foundation upon which to build the new learning that is to take place.

In addition to activating a base of prior knowledge for learning, the introduction helps define the purpose of the lesson being presented. By focusing the student's attention on the specific learning to take place, the lesson becomes goal-directed and thus more meaningful for the students. The teacher should establish at the beginning of each lesson (1) what is going to be learned, (2) why it is important or useful to know this information or skill, and (3) when the information/skill is to be used.

Lesson introductions can be provided in a variety of ways. The teacher may wish to give students a concrete experience involving the concept to be taught, such as using manipulative materials to illustrate a math concept. Semantic mapping activities (discussed on pages) can be used to activate students' prior knowledge and then focus attention on the particular aspect being studied in the lesson. The teacher might lead a class discussion, reviewing previous lessons which provide the base for the upcoming lesson. Any of a number of activities can serve as the introduction of a lesson as long as two things occur:

1. *students' background knowledge needed in the new lesson is activated; and*
2. *the focus or purpose of the lesson is defined for the students.*

INTERACT through Instruction

The student's prior knowledge and the lesson's introduction lay the foundation for instruction to teach the intended concept and/or skills. Classroom instruction takes two basic forms: interactive instruction and noninteractive instruction. INTERACTIVE INSTRUCTION is defined as instruction when students are working with others (such as the teacher, an instructional aide or other students). The opportunity for feedback or explanation is part of this instruction. Examples of interactive instruction include group discussion, asking questions, reading aloud, and receiving corrective feedback. NONINTERACTIVE INSTRUCTION is when a student is working alone on a learning task. Frequently these tasks are "paper and pencil" activities or silent reading.

Research has endorsed the effectiveness of interactive instruction. Studies have shown that high achieving classrooms engaged students in a lot of interactive work, while poorer achieving classrooms spent most of the students' time in noninteractive tasks. These results have led to the recommendation that Chapter 1 students spend the majority of scheduled classtime on appropriate interactive academic activities and less than one-third of each class period in noninteractive activities.

However, many classrooms spend a majority of the time in noninteractive instruction, often using ditto skillsheets, workbooks and other commercial materials to keep students busy. It is not uncommon to find reading classrooms spending 60% to 70% of the scheduled time doing paper-and-pencil work rather than actual reading and direct instruction related to reading! To ensure that Chapter 1 students receive effective instruction which maximizes achievement teachers should carefully plan lesson activities and clearly distinguish between tasks which "teach" skills from those which "practice" skills. Activities intended to teach skills should focus on instructional interaction and include direct instruction techniques, when appropriate. Practice activities may be either interactive or noninteractive tasks designed to increase students' competency in skills previously taught through instructional interaction. The recommendations from research are clear:

1. *spend less time completing workbooks and skillsheets; and*
2. *spend more time in interactive instruction.*

APPLY through Practice

Once students have been taught skills through interactive instruction, they learn to apply these skills through practice. The importance of adequate, systematic practice for students is another research-validated element of effective instruction. During practice students receive the support and additional instruction they need to build competence in applying the skill or concept. This is a natural sequence after step-by-step instructional interaction and promotes independent work. It also provides the basis for student "ownership" of the information or skill being taught. When students have had substantial practice, they are more likely to reach an automatic stage where they perform the task successfully and rapidly. Research gives several suggestions for effective "practice and apply" time:

- Provide practice which is as similar as possible to "real life" experience or regular classroom experience.
- Teachers should carefully review activities and materials to make certain they are applicable to the students' interests.
- To the extent possible, practice reading through READING. Use trade books and/or texts as well as "real life" reading such as newspapers and magazines.
- Include writing activities with reading, when possible.
- Math practices should require reasoning and problem solving related to daily life, when possible.

As students begin to apply and practice the skills being learned, the teacher should be close at hand to provide assistance as needed. During seatwork, the teacher should move around the classroom, reinforcing correct work and providing guidance to students who need extra assistance. Remedial students will often need more review, more guided practice and more independent practice than other students as they move towards learning mastery. Practice should continue until the teacher is confident that the student has developed the needed competence. For practice to be effective and thereby enable students to correctly apply the skill or concept taught, teachers should:

1. *assign appropriate tasks which directly apply the skill/concept to "real life" or regular classroom usage; and*
2. *provide the support and, if necessary, the reteaching required to help students apply the skill/concept competently and independently.*

EXPAND Concept to Wider Use

Effective learning activities can be described in three words: **into, through** and **beyond**. The introduction to the lesson will bring the students **into** the learning activity by activating prior knowledge and setting the purpose for the upcoming activity. The interaction and practice will assist the students as they go **through** the learning process. By providing opportunities for students to go **beyond** the specific scope of the individual lesson or activity, teachers help students expand the concept and application they have learned.

In a specific lesson or activity students progress through steps which emphasize the meaningfulness of the learned information and lead to a specific goal. By giving them opportunities to expand the learned concepts and skills beyond a specific lesson, students can be shown how the learning applies to other situations. Reading and math become more than a series of exercises to be completed at school. They become situations to be encountered, understood and solved.

Students should be made aware of how the specific steps in an activity or strategy are related and have broader applications. This helps students develop a stock of strategies, and then choices can be made among strategies to "solve" problems effectively. In this way, students begin to be self-monitoring and gain more control of their learning.

The ways to expand learning activities can be as varied as the activities themselves. Examples might include an opportunity to do creative writing after reading, to create their own math problems involving the skill learned or to create an activity for use by another student. Any appropriate activity which allows the student to move beyond the specific activity just completed and expand the idea or concept to a new situation can be effective.

To help students move beyond a specific activity and apply the skill in a broader context the teacher can:

1. *provide additional activities to followup a lesson which allow the students to apply the skill/concept learned in a different way; and*
2. *guide the students to see how a specific skill can become a strategy which can be used to solve problems and other learning tasks.*

EFFECTIVE CHAPTER 1 INSTRUCTION
RESEARCH REFERENCES AND RECOMMENDATIONS
BIBLIOGRAPHY

The research findings presented in the preceding section, as well as other helpful information on these topics, can be found in the following sources:

Classroom management and learning in elementary schools. J. Bowermaster, (1981). Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois.

Effective compensatory education sourcebook. Volume I: A review of effective educational practices. (1985) Washington, D.C.: U.S. Department of Education.

How teachers manage individual and small-group work in active classrooms. J. Kierstead. Educational Leadership, (October, 1986), p. 22-25.

Learning for mastery: Ten conclusions after 15 years and 3,000 schools. J.S. Hyman & S.A. Cohen. Educational Leadership, (1979), 37, p. 104-109.

On the expert teacher: A conversation with David Berliner. R.S. Brandt. Educational Leadership, (October, 1986), p. 4-9.

Parent involvement in instruction, K-12. K. Cotton & W.G. Savard, (1982). Portland, OR: Northwest Regional Educational Laboratory.

Synthesis of research on explicit teaching. B. Rosenshine. Educational Leadership, (April, 1986), p. 60-69.

Teacher behavior and its effects. J.E. Brophy, Journal of Educational Psychology. (1979), 71 (6), p. 733-750.

Teaching functions in instructional programs. B. Rosenshine, Elementary School Journal, (1983), 83 (4), p. 335-351.

Time factors in learning. K. Cotton & W.G. Savard, (1981). Portland, OR: Northwest Regional Educational Laboratory.

What works: research about teaching and learning. (1986). Washington, D.C.: U.S. Department of Education.

READING INSTRUCTION: RESEARCH, STRATEGIES and INSTRUCTIONAL IDEAS

EFFECTIVE READING INSTRUCTION FOR CHAPTER 1 STUDENTS

Reading research has been a very active and productive field, especially in the last ten years. The consensus resulting from these recent studies encourages educators to be research-based in their teaching. What are some of these major research findings, and what do they mean for Chapter 1 reading instruction? The following topics highlight some of the important research outcomes.

PROVIDE PHONICS INSTRUCTION: EARLY AND SIMPLE

The debate over "should phonics be taught?" has been settled, and the answer is "yes". The issue now is how and when should phonics be taught. The basic answer is keep phonics instruction simple and teach it early in the reading instructional process. According to the National Commission on Reading, phonics instruction for most students should be completed by the end of the second grade.

The goal of phonics instruction is to help students see that there are systematic relationships between letters and sounds. Students should never perceive that "sounding out words" is reading. Rather, instruction should emphasize that phonics is a tool to help students identify and get the approximate pronunciations of words. The real emphasis in reading should always be understanding the meaning of the written word. While phonics can provide students practice in blending the sounds of letters together to produce approximations of words, these lessons should go hand-in-hand with opportunities to identify words in meaningful sentences and stories.

DEVOTE MORE TIME TO COMPREHENSION INSTRUCTION

Students learn more when teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular task. This process, known as "direct instruction", may appear to be common sense, yet research has found that it is not common practice in reading comprehension. The most commonly observed activity in reading comprehension lessons is asking students questions about what was read, rather than instructing students how to better understand and gain information from what was read. In fact, a well-known study observed that only 45 minutes of 17,997 minutes of reading and social studies instruction involved comprehension instruction -- that's less than one-quarter of one percent (0.25%) of the time!

Teachers need to teach comprehension strategies directly to help students understand both fiction stories read and content textbooks such as science and social studies. An important aspect of direct instruction is teacher modeling: the teacher "thinks out loud" to demonstrate a strategy for students. This way the teacher helps students develop the skills to become independent readers.

Not all strategies are equally effective in promoting comprehension; teachers must help students select a strategy based on when, how and why that strategy works. Consideration should be given to:

1. Prereading Strategies: provide activities which enrich or questions which activate the learners' background knowledge and get them ready for the reading task ahead;

2. Procedures for Organizing What was Read: semantic mapping, story mapping, study guides, and directed-reading-thinking-activities (DRTA) are among the strategies which can be useful in helping students remember what was read; and

3. Postreading Activities: asking a variety of questions (e.g., literal, inferential and critical/evaluative) is important to help readers of all ages comprehend what was read.

USE A FUNCTIONAL APPROACH TO TEACH VOCABULARY

There are two ways to approach vocabulary instruction: an isolated approach, in which words are listed, pronounced and defined; and a functional approach, where the meaning of the words is tied to how the word is used in the sentence or reading passage. In real life we seldom have to pronounce and define words in isolation; however, we are frequently required to determine the meaning of unknown words encountered in reading. A functional approach to teaching vocabulary helps students to prepare strategies for this "real-life"task.

Teachers should review the reading passage to determine words which should be taught to students. These vocabulary choices should be based on the relative importance of the word in the passage as well as the amount of context which can be used to determine the meaning. The context is particularly important for a word which can have more than one meaning depending upon how it is used.

When and how to teach vocabulary is addressed in the research. A common and logical approach is to teach vocabulary before reading a passage; enhancement and expansion of vocabulary knowledge can also follow completion of the reading. Research has shown that students remember vocabulary words and terms better by relating them to other words; activities which include ways to visually organize vocabulary words (such as semantic maps) are recommended. Teachers should also help students compare or make analogies between words they already know and words they are to learn; for example, students could be asked to compare the game of cricket to the game of baseball. Another recommended technique is to emphasize use of context, the words that surround a target word, to help understand the meaning.

ASSIGN FEWER SKILL SHEETS AND WORKBOOKS

Studies have shown that it is common for students to spend the majority of the time scheduled as "reading" doing paper and pencil tasks such as workbooks and skill sheets. However, research reported in Becoming a Nation of Readers suggests that the amount of time spent doing worksheets is not related to year-to-year gains in reading. While a certain amount of independent practice or seatwork is necessary for students to practice skills they have been taught, such seatwork should occupy a limited amount of the reading class (suggestion: one-third or less of the scheduled time). The majority of time in a reading class should be spent in interactive instruction and actual "reading" rather than paper and pencil tasks.

Research analyses of workbook and skill sheet pages have found that many require only a simple level or limited amount of reading and writing. Many of the activities do not seem well designed to practice important skills or foster appropriate learning. In selecting paper and pencil assignments for students a teacher should be an "informed consumer", selecting only those pages which are well designed to provide students with successful practice of the skills they have been taught, have clear directions, and are activities which can be expected to add to growth in reading.

SPEND MORE TIME READING

It has often been said that students improve reading by reading, and research suggests that this is true. Studies have indicated that the amount of time students spend in independent silent reading is positively related to gains in reading achievement. However, Chapter 1 teachers have reported on informal surveys that their students do not spend much class time or free time in independent reading. The Commission on Reading reported studies of assigned silent reading during the typical school day which estimate that elementary students spend only seven to fifteen minutes a day doing silent reading. The picture seems clear: independent reading appears to be an effective way to improve reading achievement, and Chapter 1 students do not appear to do much of this on their own. It seems reasonable for Chapter 1 instructors to promote recreational reading as a means

of promoting reading growth. Independent reading can be encouraged in a number of ways: establish an in-class library of books students would find interesting; set up a cross-age reading program (e.g., volunteer grandparents who listen to children read; fifth grade students who read with primary grade students); develop an at-home reading program involving parents; set aside a few minutes each week for silent sustained reading and "book talks"; provide a reading incentive program to motivate students' involvement in recreational reading. Any number of ideas can work if they are well planned and integrated as part of a reading program which coordinates with classroom instruction and emphasizes interactive instruction.

INTEGRATE READING AND WRITING

There are strong indications in the research and educational common sense that reading, writing, listening and speaking (the "language arts") are all interrelated. With young children this is evidenced by the correlation between children's oral language skills and their achievement in reading. In older students it is often demonstrated by the observation that the better readers are often the better writers (and vice versa). This adds support to the idea of emphasizing classroom interaction and student-centered discussion to accentuate the development of speaking and listening skills. It also supports the practice of integrating reading and writing activities.

Too frequently student writing is limited to "fill-in-the-blanks" and short sentence activities. Activities which encourage more extended composition should be encouraged. Students can do writing activities as seatwork instead of spending time on workbook pages and skill sheets by writing about stories they have read or topics related to the reading passage. Activities such as a "story clothesline", a creative writing bulletin board, a class book of stories and individual "language experience" books can all be effective ways to integrate reading and writing and improve students' skills.

It is reasonable that writing activities be developmental in nature, starting with shorter and simpler activities for younger students and, through instruction, progressing to more expanded activities for middle and upper grade students. Research reported by the Commission on Reading suggests that the finer points of writing, such as punctuation and subject-verb agreement, can best be learned while students are involved in writing intended to communicate with an audience. Peer editing of stories has also been successfully used with students at most grade levels.

TEACHER SELF-ASSESSMENT: READING RESEARCH IN ACTION

The following check list includes classroom practices based on research discussed in this guidebook. Focus on the lessons provided in your Chapter 1 reading classroom during the past two weeks. On the basis of this as "typical" instruction, rate the following statements on a scale of 1 --- 5:

	1 Never	2	3 Sometimes	4	5 Always

1.	I believe that all of my students can learn to read, given adequate time, effort, and instruction.	1	2	3	4	5
2.	My Chapter 1 classroom provides a neat, well-organized, and caring learning environment.	1	2	3	4	5
3.	There is systematic collaborative planning and interaction between the Chapter 1 and classroom teachers on a daily, weekly, or monthly basis.	1	2	3	4	5
4.	Students' specific academic needs have been diagnosed and are the basis for instruction.	1	2	3	4	5
5.	Students are engaged in learning activities at least 70% of the Chapter 1 scheduled time.	1	2	3	4	5
6.	Instruction interaction between teacher and students comprises the majority of engaged learning time in the Chapter 1 classroom.	1	2	3	4	5
7.	Students spend less than half of the Chapter 1 time working on workbooks, skillsheets, and similar "seatwork" assignments.	1	2	3	4	5
8.	All lessons begin and end with a statement and explanation of the lesson's purpose/goal.	1	2	3	4	5
9.	All reading assignments are preceded by background information and followed by discussion of what was read.	1	2	3	4	5
10.	Direct instruction (as described in this workshop) is used to teach all comprehension skills.	1	2	3	4	5
11.	Specific lessons which develop inferential comprehension skills are taught.	1	2	3	4	5
12.	Specific activities which develop higher level critical and evaluative comprehension skills are taught.	1	2	3	4	5
13.	Activities which actively encourage independent reading are included for all students.	1	2	3	4	5
14.	A system is used to track students' mastery of identified skills as well as success rate on completed assignments.	1	2	3	4	5
15.	It is possible to increase the effectiveness of the instruction provided Chapter 1 students.	1	2	3	4	5

FOCUS FOR INCREASED EFFECTIVENESS

Based on this self-rating assessment, the following area(s) are targeted for increasing the effectiveness of Chapter 1 reading instruction in my classroom:

1. _____

2. _____

READING INSTRUCTION
RESEARCH REFERENCES AND RECOMMENDATIONS

BIBLIOGRAPHY

The research findings presented in the preceding section, as well as other helpful information on these topics, can be found in the following sources:

Becoming a nation of readers: The report of the Commission on Reading. (1985) Washington, DC: National Institute of Education, U.S. Department of Education.

Changing the face of reading comprehension instruction. P.D. Pearson. The Reading Teacher, (April, 1985), p. 724-738.

Correlates of effective reading instruction. B.J. Guzzetti & R.J. Marzano. The Reading Teacher, (1984), 37 (8), p. 754-758.

Direct instruction in reading comprehension. R. Gerstein and D. Carnine. Educational Leadership, (April, 1986), p. 70-78

Semantic mapping: Classroom applications. J.E. Heimlich & S.D. Pittelman, (1986). Newark, DE: International Reading Association.

Students need a balanced reading program. P. Winograd & M. Greenlee. Educational Leadership, (April, 1986), p. 16-21.

The reading report card: Progress toward excellence in our schools. National Assessment of Educational Progress, (1985). Princeton, NJ: Educational Testing Service.

Using research on reading. I.L. Beck. Educational Leadership, (April, 1986), p. 13-15.

INTRODUCTION TO READING STRATEGIES AND INSTRUCTIONAL IDEAS

The following pages include specific strategies and instructional ideas for use with Chapter 1 students. These have been chosen not only because Kentucky Chapter 1 teachers selected them as effective instructional techniques, but also because they integrate research recommendations. The model for effective instruction explained on pages 3 to 5 is the format used for each of the strategies and ideas.

Instructional strategies are systematic procedures which can be applied to a variety of tasks and materials to achieve a specific purpose. An appropriate strategy helps teachers provide more effective instruction and can help students learn more easily. Seven reading strategies are presented on pages 17 to 40.

Our thanks to Marilyn W. Hughes (Emma B. Ward, Elementary), and Alice Sweets (Saffell Street Elementary), both of Anderson County, Kentucky; Nancy G. Wood and Linda S. Kimble, (Southern Elementary), of Pendleton County, Kentucky; and the Region 2 Chapter 1 Technical Assistance Center for the information in the Strategies section of this guide.

The instructional ideas on pages 41 to 125 are activities to teach specific skill objectives. Each idea is linked to the Kentucky Essential Skills. The appropriate skill number(s) can be found in the upper right hand corner on each page.

Four types of instructional ideas are presented: Activity, Bulletin Board, Game and Learning Center. The type of idea is also labeled in the upper right hand corner of each page. While the ideas are designated for a particular type, grade or skill, many can be adapted for use as another type, at other grades or with other skills.

Each idea and strategy is connected to research on effective instruction by including the following components:

1. **INTRODUCE** - to activate students' prior knowledge and set the purpose for the lesson;
2. **INTERACT** - to emphasize the importance of interactive instruction for increasing student learning;
3. **APPLY** - to provide students adequate opportunity to practice and apply the learning task; and
4. **EXPAND** - to demonstrate how the task or concept applies beyond the specific activity.

SEMANTIC MAPPING

Overview

Semantic mapping is a way of visually connecting information about a word topic to demonstrate for students how pieces of information fit together. Research has shown this to be an effective way to provide vocabulary and comprehension instruction because it:

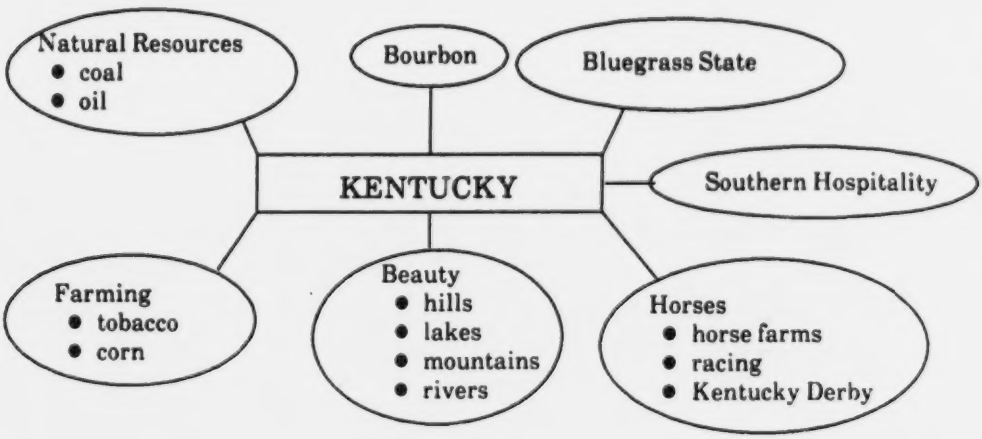
- connects to what students already know about the word or topic (prior knowledge)
- involves interaction among students and instructor
- visually or graphically organizes information; and provides flexibility as a pre-reading activity (to prepare for instruction), a post reading activity (to review or summarize information), or a method of providing direct instruction about a word or topic.

While there are a number of variations to semantic mapping, the general steps involved are:

1. Write the chosen vocabulary word or topic on a large chart tablet or the blackboard.
2. Encourage students to think of as many words or ideas as they can that relate to the selected word (or topic).
3. Students write their ideas in small groups to share in a large group discussion and/or orally share ideas together to generate a class semantic map.
4. Students' ideas are listed on the semantic map in categories which organize the words in a reasonable and related manner.
5. Discussion of the semantic map is perhaps the most important part of the activity. Here students see how words/ideas are related, learn new words and find new meanings for words they already know.

A semantic map starts with the key word or topic in the center; details or related words/ideas are written around the main word. While semantic maps come in many shapes and sizes, a typical example might look like the example below.

On the following pages are several specific examples for using the semantic mapping strategy.



ACTIVITY: SEMANTIC MAPPING FOR VOCABULARY DEVELOPMENT

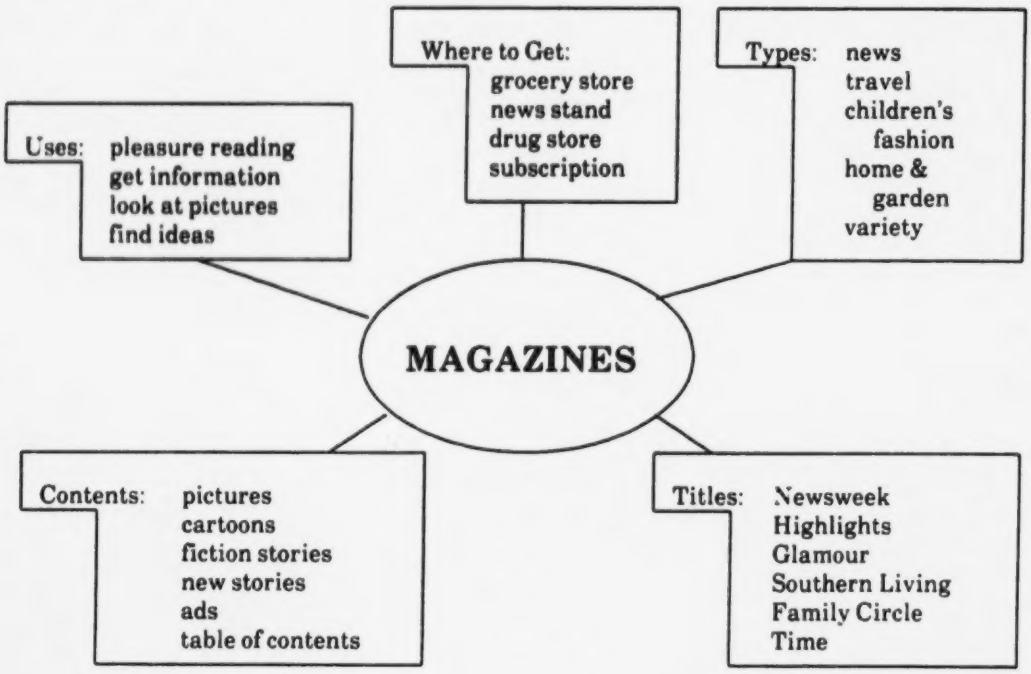
INTRODUCE: The instructor presents the word or concept to be studied and asks the students to think of as many words as they can that are related to that word/concept. An alternate question can be "What do you think of when you see the word "_____"?"

INTERACT: In small groups or as a whole group, have students brainstorm a list of words related to the key word/concept.

APPLY: Construct the group semantic map by writing the words brainstormed by the students in categories around the key word/concept. Have students suggest labels for these categories, if possible. The instructor may add words or ideas to appropriately complete the group semantic map.

EXPAND: Discuss the group's semantic map, pointing out relationships and differences among the words. Have students point out new words they learned from this map, as well as new meanings for words they already knew.

EXAMPLE:



ACTIVITY: SEMANTIC MAPPING AFTER READING

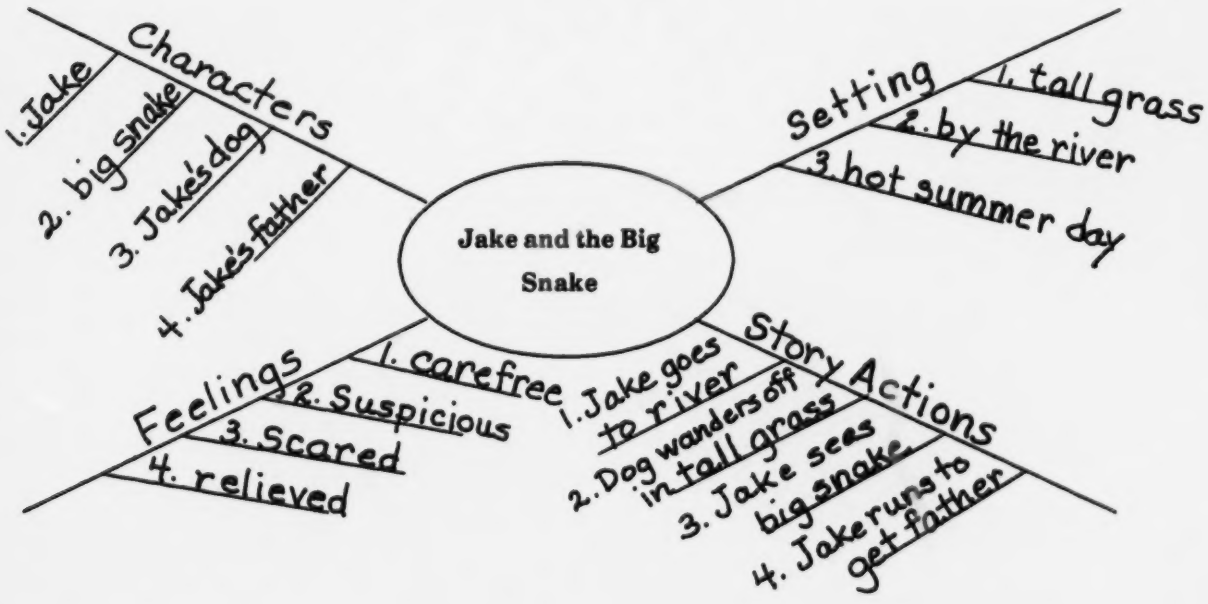
INTRODUCE: Tell the students that they are going to read a story about "_____". Discuss what they think will happen in this story. Introduce any key vocabulary words, then have the students read the story silently.

INTERACT: Explain to students that they will discuss the story using a special kind of map, and this map will contain important information from the story. Write the title of the story in the center of the blackboard and draw a circle around it. On lines drawn from that circle, write key concepts or themes from the story. For example, these concepts/themes can include how the characters feel, how the characters look, things the characters do and outcomes of the story. Students suggest ideas for each of those concepts/themes based on what they remember from reading the story. These ideas are written on the semantic map.

APPLY: The instructor and students recap the story by reviewing the semantic map. Students then reread the story (orally or silently) to look for other important information that has not been written on the map. As students find new information through this guided reading, it is added to the map.

EXPAND: Students use the completed map to guide retelling of the story. The map can be used to structure a writing activity in which students write a summary of the story.

EXAMPLE:



ACTIVITY: SEMANTIC MAPPING FOR INFORMATION

INTRODUCE: The students are told the topic they will be studying. Related concepts are branched off of the main topic. This helps build background knowledge and vocabulary for the topic to be studied.

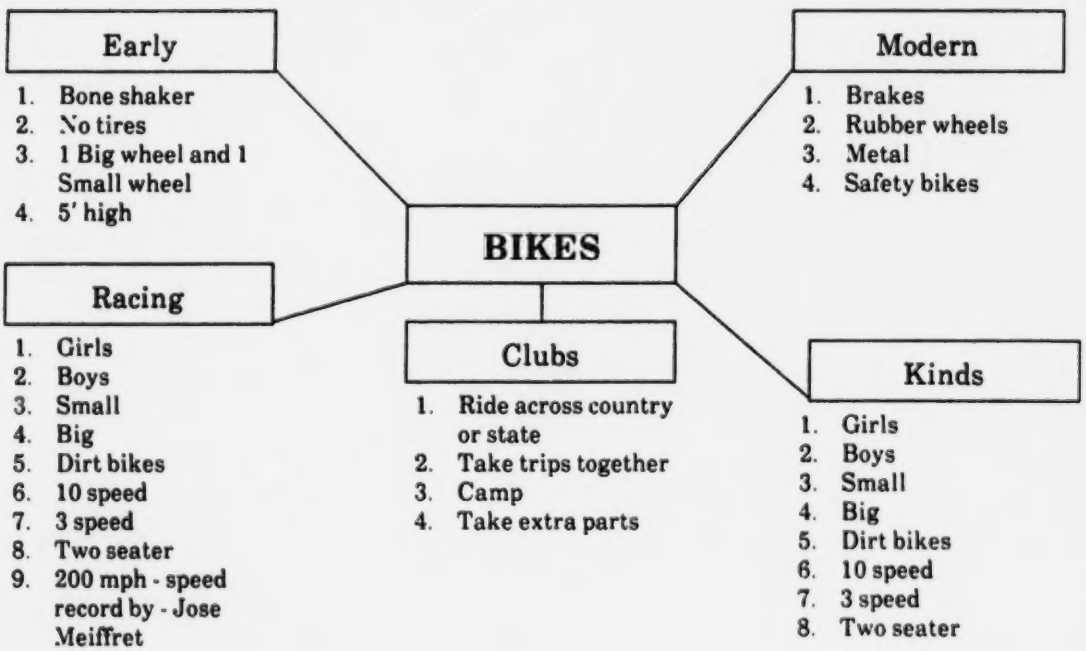
INTERACT: Students share their knowledge about a topic and make predictions about the material they will read.

APPLY: Students will apply concepts and generalizations from the prereading activity to the material read and studied.

EXPAND: Students organize the information from the semantic map into paragraphs.

DIRECTIONS:
1. Introduce topic to be studied or read about.
2. Put the topic in the center.
3. Ask students to tell what they know about a topic. Write this information on appropriate sections.

EXAMPLE:



ACTIVITY: SEMANTIC MAPPING: A STRUCTURED OVERVIEW FOR FACTUAL MATERIAL

INTRODUCE: Instructor presents the topic to be studied and asks student "Tell me what you know about (topic)." The students' responses are written on the blackboard or overhead transparency organized in a map of topics and subtopics. (See the illustration for an example.)

INTERACT: Students read the material. The teacher and students expand and correct the first map (structured overview). Make sure the main idea, subheadings and details are included. The information put on the structured overview is supported by information in the text.

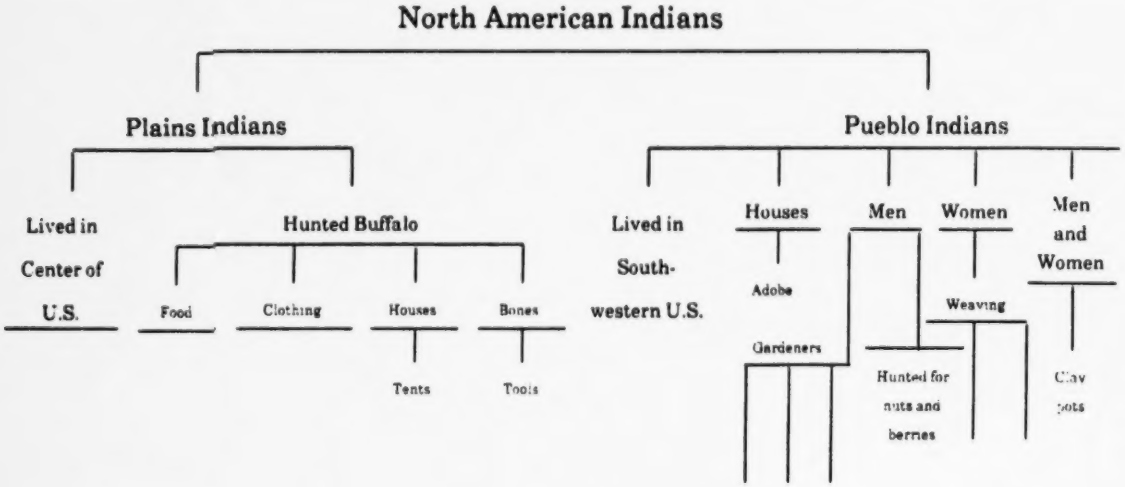
APPLY: Students will organize and remember information better by diagraming the information into categories. Students use the structured overview to review reading material and study for tests.

EXPAND: Teacher and students put in the main idea and subheads. Then the students independently read the material and supply the details. Students will eventually individually construct their overviews. The teacher can prepare a structured overview on a ditto. The teacher can have some of the categories or details filled in. The students would then fill in the structured overview with the appropriate information.

ADAPTATIONS: This can be done with circles (as shown on page 17) or with boxes (as shown on page 20).

DIRECTIONS:
1. Factual story or content textbook--such as social studies or science.
2. Teacher interacts with the students to organize the information into categories. Teacher writes the information on the chalkboard.
3. Students can copy the structured overview on their own paper as the teacher puts it on the board.
4. During the following class period the previous day's information can be reviewed by looking at their structured overview.

EXAMPLE:



ACTIVITY: SEMANTIC MAPPING AS A PREREADING ACTIVITY

This activity can be used to integrate information from several sources. Through this process the students build background knowledge for the topic being studied by tying together their prior knowledge, the written text and other information. This works well in content areas such as science and social studies.

The instructor prepares for this activity by choosing several materials which provide information on the topic. In addition to the chapter(s) in the textbook, materials could include posters, maps, easy-to-read library books, filmstrips, and various high-interest, low vocabulary reading materials.

INTRODUCE: The topic is written on the blackboard, and a circle drawn around the topic. Tell the students they will be studying about this topic. Introduce vocabulary words from the textbook chapter by writing the words in sentences on the chalkboard.

INTERACT: Have students skim the textbook chapter to find the key vocabulary words. (Often these words are printed in bold type or italics.) Discuss each key word and write it in white chalk on the semantic map as a category heading. Ask students what they already know about these category headings. Write their information on the semantic map in red chalk.

APPLY: Have students read the textbook, stopping at the end of each section to add information to the semantic map. Write this in white chalk to indicate that the information came from the textbook.

EXPAND: Have students review the other materials (e.g., filmstrip, posters, library books) to find additional information which fits or relates to the categories on the semantic map. Write these ideas in blue chalk (to show that these are from a different source than the textbook or students' prior knowledge).

When the semantic map is completed, help the students recap information about the topic. Have students use the semantic map to write a summary of the important facts and details about the topic

ACTIVITY: STORY MAPPING

INTRODUCE: Explain to students that many stories follow a similar pattern. The teacher writes the common categories of setting, characters, plot (Episode 1, Episode 2, etc.) and outcome on the chalkboard. The teacher tells the students that as they read the story they will be stopping and filling in information on the chart. The students will also make predictions as to what they think will happen in the next episode. They will then read to see if they were correct, revise their predictions and supply details to that episode.

INTERACT: The students will make predictions, read the story, and supply the information needed to fill in the story map.

APPLY: Students will be able to read other stories and organize and remember the important information.

EXPAND: Students will be given a ditto with the basic categories written down. The students will independently fill in their story maps as they read.

ADAPTATIONS: The teacher could have some information filled in on the story map and the students would write in the remaining information.

DIRECTIONS:
1. A narrative story to be read by students.
2. Teacher has predetermined breaking points for prediction and making a story map.
3. The teacher may prepare a ditto with a general story map. The students will fill in the map as the story is read.

A Story Map - Version #1

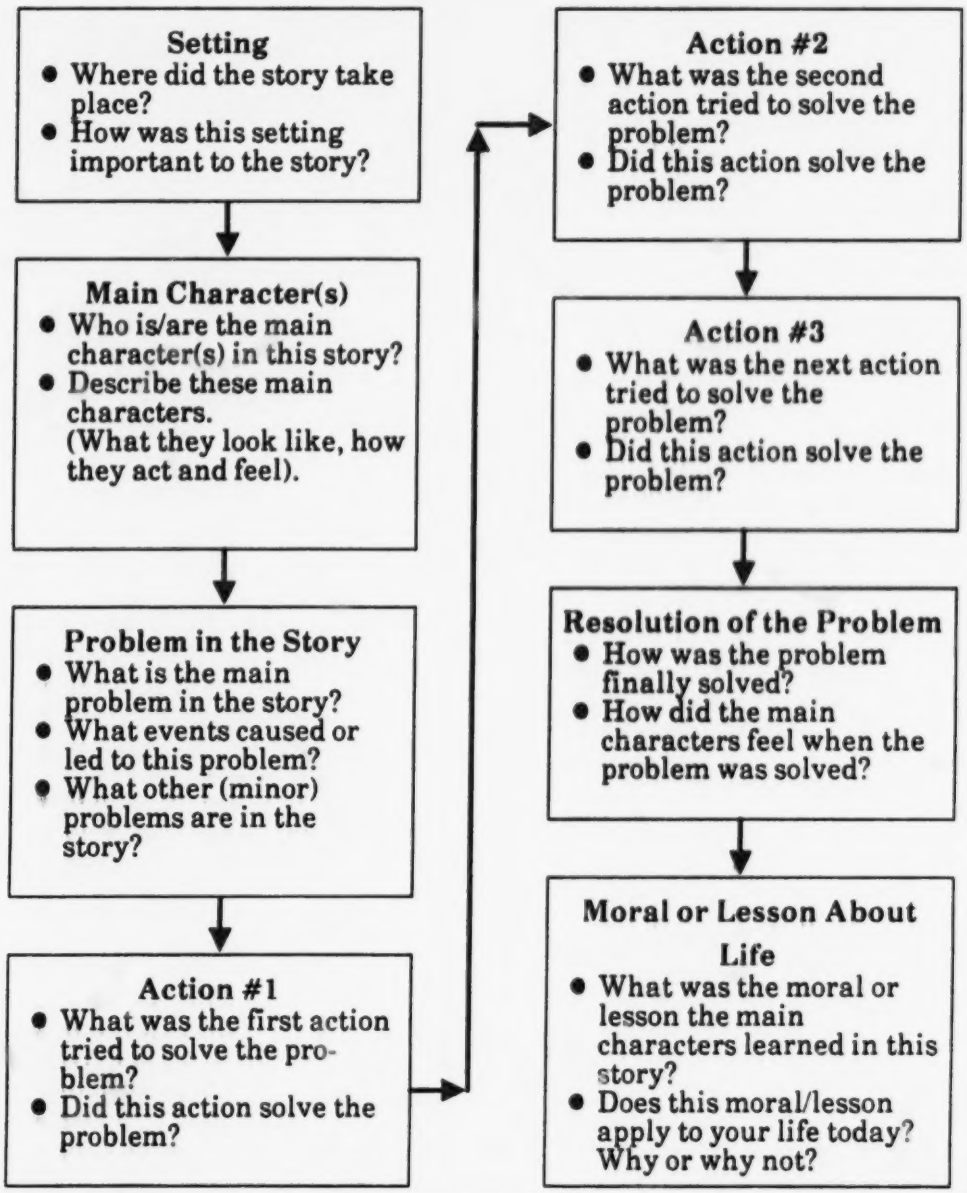
____Entrapped_____

Setting	Characters	Plot	Outcome
Research Sub Bottom of Ocean	Phillip 1. Scientist 2. Scared 3. Thinks he'll die David 1. Wants to get out 2. Takes action	Episode 1 Water leaking in Talking about drowning	Reached Surface and were rescued

Episode 2
David gets life jackets
Plan
1. Open air tubes
2. Breathe in
3. Open hatch
4. Jump out
5. Inflate jackets
6. Go slowly

Episode 3
1. David opens hatch went out
2. Pulled Phillip out by ankles
3. David pulled jacket cords
4. Went up slowly
5. David pushed air out of Phillips lungs
6. Ocean color changes

A Story Map - Version #2


Setting
• Where did the story take place?
• How was this setting important to the story?
Main Character(s)
• Who is/are the main character(s) in this story?
• Describe these main characters. (What they look like, how they act and feel).
Problem in the Story
• What is the main problem in the story?
• What events caused or led to this problem?
• What other (minor) problems are in the story?
Action #1
• What was the first action tried to solve the problem?
• Did this action solve the problem?
Action #2
• What was the second action tried to solve the problem?
• Did this action solve the problem?
Action #3
• What was the next action tried to solve the problem?
• Did this action solve the problem?
Resolution of the Problem
• How was the problem finally solved?
• How did the main characters feel when the problem was solved?
Moral or Lesson About Life
• What was the moral or lesson the main characters learned in this story?
• Does this moral/lesson apply to your life today? Why or why not?

CLOZE PROCEDURES

Overview

One way good readers get meaning from what they read is by using context clues to help predict a reasonable choice when an unknown word is encountered. Cloze procedure is an activity to emphasize use of context clues and that reading must make sense.

In Cloze exercises, words are omitted from a reading passage, and students are asked to fill in the blanks with words that make sense. Students are encouraged to use the other words in the reading passage to help figure out reasonable choices.

Cloze exercises can be designed in a variety of ways. The general steps in creating a Cloze exercise are:

1. Select a passage at the independent or low-instructional reading level of the student(s). The passage should be of interest to the student(s).
2. For a "traditional" Cloze passage, omit every fifth or every seventh word. Insert a blank line for every omitted word.
3. To introduce students to the Cloze exercise, read the first sentence together aloud, saying "mmm" for each blank. Ask students to brainstorm about possible words to fill in each blank.
4. Discuss the words suggested by the students to ascertain the more appropriate choices from less appropriate choices. Continue with the second and third sentences in the same manner to help students practice using context to maintain meaning as they read.
5. Have students read additional sentences and fill in reasonable words for the blanks. When students have completed the entire passage, discuss blanks which were difficult or questionable for any student.

Note: While Cloze procedure can also be used for diagnosis and evaluation purposes, the Cloze activities in this section are primarily intended for oral interaction and instruction. This emphasizes Cloze as an interactive process rather than as a paper and pencil activity.

On the following pages are specific examples for using Cloze procedure and variations on that example.

ACTIVITY: CLOZE PROCEDURE USING PHONICS

INTRODUCE: Give students a brief and interesting cloze paragraph and ask them to fill in the blanks with words that make sense.

INTERACT: Discuss the words students chose, other words which would fit, and/or other semantic or phonetic elements being studied. The students can collaborate on a group cloze paragraph before assigning an individual cloze passage.

APPLY: Students read a cloze passage orally or silently and write in an appropriate word in each blank. Various clues may be provided to teach specific skills or adapt difficulty, such as initial letter and/or a blank for each letter in the word. Answers which are reasonable and maintain the meaning of the passage should be accepted as correct.

EXAMPLE: Variation to this example can be found on the following page.

SHORT U

Big Doug, the _____ driver, had a little _____ called _____ that he took with him when he was on the road. Doug took the _____ Mutt slept on, the _____ up out of the yard. When they were through for the day Doug would park the _____, find a place to sleep, and then take Mutt for _____ for some exercise. Mutt would bark at a _____ swimming on a pond.

rug	truck	bug	crust	hug	truck	pup	cup
run	sun	nuts	fun	Mutt	dug	duck	gum
	cuff						

EXPAND: Students can write their own story using the cloze procedure. This procedure may also be used with vocabulary words.

DIRECTIONS:
1. The teacher writes a story to illustrate the skill or strategy being taught. Blanks are used for certain words; omissions are determined by a pattern (e.g., every 5th word) or according to the skill being taught.
2. Stories can be printed on a computer with a word processor or typed on dittos. The Print Shop computer program can be used to print pictures that correspond to the story, or the teacher can draw illustrations on a ditto. A thermofax ditto can be made of an original printed from the computer and copies duplicated for students.

EXAMPLES OF CLOZE ACTIVITIES

1. **Random Pattern of Word Omissions; Initial Consonant provided as clue to the missing word**

   It was time for Little League. Joey saw it in the p_____. And he wanted to try out. But Joey r_____ last year. He did not want the s_____ thing to happen again.

2. **Random Pattern of Word Omission; Consonants provided, with vowels omitted**

   "Look at this," Joey said. He h___nd d___ the paper to Bart. Bart looked at the paper. Then he looked at his ___ l___ttl___ brother. "Do you w___nt to try out, Joey?" he asked. "Do you th___nk you can make it this year?" "Well, I have to try," Joey said.

3. **Vowels omitted in all words (except pronouns, prepositions and certain designated pronouns)**

   Tryouts st_rt_d the n_xt d_y. J_ _y r_n h_me _ft_r sch_ _l. He dr_pp_d _ff h_s b_ _ks. Th_n he h_ _d_d f_r the f_ _ld. As he w_lk_d, he th_ _ght about l_st y_ _r. He r_m_mb_r_d the d_y he h_d been dr_pp_d fr_m the t_ _m.

4. **Random omission of affixes**

   Besides being useful, parachute jumping is fun, and it is becom___ a popular sport. Float___ through the air is a peace___, thrilling experience. However, parachute jumping is a very danger___ sport, and it requires the jumper's constant atten___. If a parachute is ___properly packed, it may become tangl___ and refuse to open.

5. **Omission of punctuation (note that this exercise should be in all upper case or all lower case letters to avoid giving clues to the beginning of sentences)**

   TEDDY WASNT LISTENING HE HAD PUT A DIME INTO A MACHINE HE WAS READING THE FORTUNE THAT POPPED OUT WHAT HE READ HE COULDNT BELIEVE BUT HE HOPED IT WAS TRUE THE GREATEST ADVENTURE OF YOUR LIFE IS CLOSE BY FIND IT AND YOULL BE ON TOP OF THE WORLD BUT REMEMBER GREAT ADVENTURES CAN MEAN GREAT DANGER

6. **Multiple Choice Cloze (understanding idioms)**

   To be a director, you have to know the _____.

   ___1 lines ___2 ropes ___3 rocks ___4 shoes ___5 words

   Who will _____ the bill for this education?

   ___1 hang ___2 back ___3 force ___4 foot ___5 hand

   You hit the _____ on the head when you said I was in trouble.

   ___1 shoe ___2 bed ___3 nail ___4 boy ___5 horse

DIRECT INSTRUCTION

Overview

Direct instruction refers to the instructor actively showing students how to do a particular skill and providing students with assisted practice before assigning students independent work in the skill. Research has shown direct instruction to be an effective method for increasing student achievement. This effectiveness is attributed to:

- modeling a demonstration of the skill being taught in specific, sequential steps;
- an abundance of interaction and feedback between instructor and the students;
- an emphasis on success (e.g., students can correctly answer 4 out of 5 questions asked);
- well-paced instruction covering a lot of content while maintaining student success; and
- the active role of the instructor as a demonstrator, model and supportive resource.

While there are various models for direct instruction, the general steps for direct instruction include:

1. **Modeling/Demonstration:** Of the skill in specific, sequential steps by the instructor. For example, the instructor would say, "When I am doing "_____", first I do this, next I do that. The third step I do is . . " etc.

2. **Assisted (or Supported) Practice:** When students indicate that they understand the instructor's demonstration, the instructor and students work one or more examples together. The instructor provides as much assistance as needed to ensure that students are catching on to the skill.

3. **Independent Practice:** When students demonstrate understanding of the skill through assisted practice, they are assigned independent practice. Independent practice should be at the students' instructional levels. It should be geared to "real life" application of the skill using materials similar to those the students will encounter in everyday reading experiences.

4. **Instruction and Feedback:** Throughout all three steps of direct instruction there should be lots of interaction and feedback between the instructor and students. This can include questions and answers, discussion and specific comments about student performance.

Two examples of direct instruction models are provided:

1. A three-step approach for direct instruction (example for teaching main idea)
2. A Guided Practice model for direct instruction (example for teaching inferences)

A THREE STEP APPROACH FOR DIRECT INSTRUCTION: TEACHING COMPREHENSION SKILLS

Materials used are at the student's independent reading level.

Step 1: **Explanation of Concept Level**

- Check student's background/knowledge of the skill to be taught.
- Begin teaching new skill by building on what the student already knows.

Step 2: **Demonstration Level**

- Read selection being used to present skill to students.
- Demonstrate skill being taught for students (ask purposeful questions and show student how to read and determine the answer).
- Show students how to use skill by underlining, circling, or marking material which will help answer the question.
- Provide oral reasoning to help student see how the answer was reached.

Step 3: **Participation Level**

- Guide students to use the comprehension skill being taught.
- Give practice until students can apply the skill independently. Review or reteaching may be necessary (several times).
- Give students opportunities to practice the skill in the "real world of reading."
- Goal: students can apply the skill at the appropriate time and place with no prompting from teacher.

TEACHING MAIN IDEA USING A THREE STEP APPROACH FOR DIRECT INSTRUCTION

Step 1: **Explanation of Concept Level**

- Connect main idea/main topic to categories with which students are familiar, e.g.

  cats, dogs, horses, and cows = animals

  apples, oranges, and pears = fruits.
- List other objects which fit to a single category and ask students to name the category.
- Explain that the main idea is finding the one word, phrase, or sentence that tells about all of the reading passage instead of each word or sentence individually.

Step 2: **Demonstration Level**

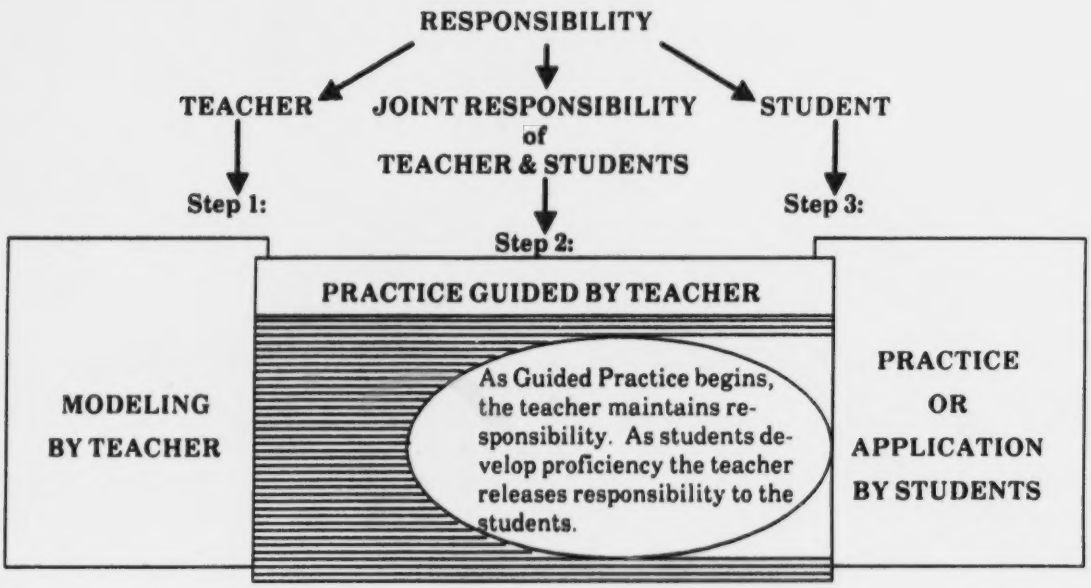
- Read a selection to the students, telling them to listen for words which might tell about the main idea.
- Demonstrate how to determine main idea by underlining key words or parts of the passage and reasoning through the material with students.
- With the students, summarize the key words or phrases into a single statement of the main idea for the passage.

Step 3: **Participation Level**

- Give students a short selection to read silently; tell students to find clues, words or phrases pointing to the main topic or to summarize the passage in one word or sentence.
- Discuss reasons for picking the clue words chosen or using one summarizing sentence instead of another.
- Give practice until students can apply the skill independently.
- Use materials similar to those the student will encounter in everyday reading experiences.

From: The What and How Reading Instruction. J. David Cooper, et al. Charles Merrill Publishers, 1979.

GUIDED PRACTICE MODEL FOR DIRECT INSTRUCTION


RESPONSIBILITY
TEACHER
JOINT RESPONSIBILITY of TEACHER & STUDENTS
STUDENT
Step 1:
Step 2:
Step 3:
PRACTICE GUIDED BY TEACHER
MODELING BY TEACHER
As Guided Practice begins, the teacher maintains responsibility. As students develop proficiency the teacher releases responsibility to the students.
PRACTICE OR APPLICATION BY STUDENTS

TEACHING INFERENCE BY GUIDED PRACTICE

1. Teacher asks an inference question based on the passage read. Teacher answers the inference question and points out supporting facts and/or the line of reasoning from the passage.

2. Teacher asks an inference question and answers the question. Students point out the supporting facts/reasoning from the passage.

3. Teacher asks an inference question and points out the supporting facts/reasoning from the passage. Students answer the inference question.

4. Teacher asks an inference question. Students answer the question and point out the supporting facts/reasoning from the passage.

Remember...

- Repeat each step several times (or as needed) to ensure an adequate success level for students before proceeding.

- Unless only one certain answer will satisfy the question, be willing to accept reasonable answers which can be substantiated in the passage.

- Justify every answer to every question.

Adapted from: Four Essential Changes in Comprehension Instruction. Pearson, P. D. Center for the Study of Reading, 1983, and the Instruction of Reading Comprehension. Pearson, P. David and Gallagher, Margaret, C. Technical Report No. 297, Center for the Study of Reading; 1983)

DIRECTED READING THINKING ACTIVITY

Overview

Directed Reading Thinking Activity (DRTA) has been used in reading instruction for the last 15-20 years. When the five steps in DRTA are followed, research has demonstrated that this is an effective approach for increasing reading achievement. Although DRTA has been the model for many basal reader lessons, classroom observations have shown that teachers frequently omit or slight one or more of the five steps. Failure to correctly implement DRTA may deflate the potential impact of this approach. Recent reading research has confirmed the basic elements of DRTA as well as offering refinements; this updated information is reflected in this guide.

The basic five steps in DRTA are listed below. The activity can be used with reading passages of various lengths, but is most frequently used with short stories (e.g., 2-20 pages).

1. **Preparation for Reading**
   - Activate the student's experience/knowledge background
   - Preview the reading materials
   - Introduce the purpose and key vocabulary
   - Have students make predictions about the story
2. **Silent Reading**
3. **Development of Comprehension**
   - Include literal, inferential and critical comprehension
   - Clarify concepts; answer purpose questions
   - Provide organization of the information read
   - Confirm, clarify or reject predictions and make additional predictions
4. **Rereading**
   - Reread silently or orally; in part or in entirety
   - Follow-up on specific training in comprehension
5. **Application/Practice**
   - Emphasize an application (problem solving/generalizing/relating to real life)
   - Supplement with recreational reading

ACTIVITY: DIRECTED READING THINKING ACTIVITY (DRTA)

INTRODUCE: Discuss with students the importance of understanding what we read. Explain that one way we help ourselves understand what we are reading is by:

1. before reading, ask "what is this about?"
2. make one or more predictions about the reading passage (e.g., the topic, what will happen, why certain things will happen)
3. read for information which confirms or rejects the prediction(s)

INTERACT: The teacher introduces an appropriate passage (or portion of a passage) by providing background information and asking the "Have you ever. . . ?" and "What do you think will happen. . . ?" questions. The students predict what they think will happen and why. Predictions can be made orally, written down by the teacher or written by individual students.

The students read the passage orally or silently and then discuss the details which caused them to confirm or reject the predictions which were made. The teacher may record these details in a semantic web to visually show students how information fits or does not fit together. This procedure is repeated to complete the story or passage.

APPLY: Provide students with one or more appropriate passages. Students read the first sentence of each paragraph in the passsage and write down one or more predictions about the passage. They then read the passage to confirm/reject their predictions. The details which cause the student to confirm/reject are written beneath each prediction.

EXPAND:
1. Use a story map to chart outline as the passage is discussed: fill in information on the story map/chart which helps students confirm/reject the predictions made.
2. Directed Listening-Thinking Activity (DLTA): the teacher reads a story orally, stopping at predetermined points for students to make predictions. This is especially good with younger students.
3. Have older students use DRTA with chapters in their content textbooks (or divide chapters into sections and repeat the procedure to complete the chapter).

DIRECTIONS:
1. Select any reading passage, trade book or basal reader story appropriate for the students. Divide longer passages or stories into shorter segments, if needed.
2. The teacher determines the 1 or 2 key points or concepts for each passage (or portion) being used. For each point/concept, write two questions:

   a. A "prior knowledge" question (e.g., "Have you ever. . .?"); and
   b. A "prediction" question (e.g., "What do you think will happen. . .?)

3. As part of the preparation for reading, discuss these questions and key vocabulary. Ask a purpose setting question before students begin silent reading.

UPDATED DRTA
DRTA + STORY MAP = INCREASED COMPREHENSION

1. **Teacher Preparation**
   - Read the story and select 2-4 key ideas (theme, basic problem in the story, key actions/events/feelings, etc.)
   - For each key idea develop a "Have you ever. . . ?" and a "What do you think will happen. . .?" question.

2. **Before Students Read Silently**
   - Ask the questions that encourage students to relate the story to prior experiences ("Have you ever. . .?"). Discuss briefly.
   - Ask the questions that elicit predictions about the story ("What do you think will happen. . .?"). Discuss briefly.
   - Ask a purpose question that will persist as long as possible through the story ("Read to find out. . .").

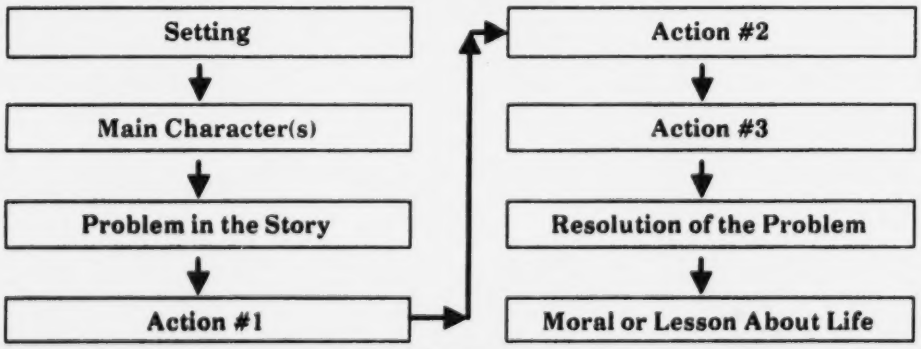
3. **After the Students Read Silently**
   - Return to the purpose question and answer it.
   - Use a **Story Map** (such as the one below) to generate guided reading questions.
   - Return to the "What do you think will happen. . . ?" to verify the students' predictions.
   - Use a follow-up task that "pulls the parts together" (e.g., retelling, summarizing, dramatizing).

4. **Rereading**
   - Rereading may be silent or oral and include all or only certain parts of the story.
   - If specific skill training in comprehension is to be done with this story, now is the time.
   - If author's craft questions (e.g., techniques for persuasion used by the author) are asked, now is the time.

5. **Application/Practice**
   - Encourage recreational reading (e.g., other books on the story topic or by the author, information written from a contrasting perspective).
   - If the story is appropriate for application to real life, try
     - problem-solving activities
     - generalizing
     - relating the story outcome to real life (composing a story, etc).

A Story Map

The outline of the important ideas in the story. Example:



35

REPEATED READING

Overview

Repeated reading is an approach for giving students prolonged contact with the printed page. The premise for this activity is that the student's confidence, fluency, word recognition and comprehension can be increased by repeated exposure to the same reading passage. Research on repeated readings seems to bear out this premise.

There are several variations to the repeated readings approach but some general concepts apply to all the varieties.

- It does not appear important that the student do all the oral reading. It seems more important that the student is looking at and following the printed word even while listening to another reader read aloud.

- The materials used should be of interest to the student so that motivation is not a problem in listening to the same passage several times.

- As with all reading done for instructional purposes, there should be discussion about the passage to ensure emphasis on understanding what is read. This prevents the student's focus on just fluency and word recognition accuracy.

There is no set number of times a reading is repeated with a student. Frequently, the student makes that decision by listening to a passage until the student is comfortable with the passage and feels ready to demonstrate that confidence through fluent oral reading and discussion.

One variation of repeated readings is **Paired Readings**. Here a student is paired with another person, such as another student in the class, an older student (cross-age tutoring), an adult volunteer or the instructor. The pair orally read a selected passage or short story several times. At first it is preferred that the more fluent reader in the pair model fluent reading of the passage. Later it is preferable for the less skilled reader to read in unison or alternately with the more fluent reader. Before concluding the reading activity the student(s) should discuss the passage read.

Another variation of Repeated Readings is **Assisted Readings**. Here a less skilled reader is paired with a more fluent reader; the more fluent reader can be another student or an adult. In the initial reading, the more fluent reader models reading the selected passage. Then, the two readers read the passage orally together. When the less-skilled reader falters or is less fluent, the more fluent reader reads in a stronger voice to provide corrective assistance. While the less-skilled reader is reading fluently, the more fluent reader "fades out" or reads more quietly. The reading is repeated until the less-skilled can read the passage fluently without assistance from the more fluent reader.

Another variation, **Repeated Readings Using a Tape Recorder**, is described on the following page.

ACTIVITY: REPEATED READINGS USING A TAPE RECORDER

INTRODUCE: The teacher shows students the book/stories which have "read-along" audio tapes. A motivating presentation of these readings/tapes can include students' predictions about what the titles and/or topics will be about.

INTERACT: This activity can be done individually (using a single tape recorder/earphone) or as a small group (using a single tape recorder and a multiple set listening station). First, the student(s) will listen to the audio tape while following along in his/her book. Second, the student will read the story with the tape.

APPLY: Third, the student will read the story alone. Finally, the student is given a list of questions to answer about the story; the student is permitted to look for the answers in the story. Students will reread material to locate specific answers.

EXPAND: Have students record a story they have written and write questions over their own story; then other students could listen to that tape and answer the set of questions. This strategy can be used at the primary grade levels by changing the story level and question difficulty.

DIRECTIONS:

1. The teacher selects stories or books that will interest the students. A tape recording is made of each story or book. (Pre-recorded audio tape/book sets may also be used).
2. The teacher writes questions to go along with each story. Include a variety of questions, such as main idea, important details, basic plot and characterization. If a narrative story is used, questions can be patterned to a story map.

ADDITIONAL STRATEGIES

Two additional instructional approaches which can be used with a variety of materials and at various grade levels are:

1. **Study Guides** are packets of instructional materials related to a single skill being taught from a variety of sources. The selected worksheets are duplicated and sequenced in a folder or fastened together. Students work on these study guides independently to practice a newly taught skill or review a skill previously taught.

2. **REQUEST** which stands for Reciprocal Questioning Strategy centers on the importance of questions to focus comprehension of a reading passage. Both students and the instructor are involved in asking and answering questions about a given passage. The instructor is encouraged to model good questions and answers. Such modeling would include literal, inferential, critical and evaluative questions. This strategey is described in detail on the next page.

Research in reading strongly cautions educators against extensive use of "paper and pencil" activities (such as dittos and workbooks). These activities do not seem to increase student achievement. Interactive instruction and direct instruction do show a positive impact on student reading achievement. While students need practice and review of skills taught, educators are encouraged to limit independent "paper and pencil" activities to one-third or less of the time a student is scheduled for Chapter 1 instruction. The majority of scheduled class time should be devoted to interactive instruction and direct instruction with students.

ACTIVITY: STUDY GUIDES

INTRODUCE: The Chapter 1 instructor collects reading workbooks and resource/ activity books for a range of grade levels. Use these books as sources of practice pages for study guides. Organize the appropriate pages according to the skills/strategies being learned by the students (e.g., "Plurals"). In each study guide include pages which:

1. INTRODUCE the skill/strategy as a concept and provide one or more examples to correctly illustrate the skill/strategy;
2. INTERACT with the student, such as "game" pages. Distribute such "game pages" throughout the packet;
3. APPLY the skill/strategy for a purpose. Activities which require reading and writing are especially encouraged; and
4. EXPAND the basic concept with followup activities.

Each study guide may include up to 20-25 pages, depending upon the grade level of the students and the skill being used. All should be used with additional activities designed to teach and provide practice on these skills, such as a parallel resource to direct instruction, individualized instruction with self-paced progress (under the guidance of an instructor), and/or a criterion referenced/mastery learning set.

DIRECTIONS:
1. Collect reading workbook pages and resource activities/ideas on various curriculum skills in a range of difficulty appropriate for your students.
2. Organize the pages/activities/ideas according to skill and difficulty; construct the instructional games and make "game pages" to include in each packet. Provide teacher-made skill pages to complete the study guide.
3. Design an appealing cover for the study guide. Place each packet in a separate file folder, with the masters needed to duplicate the study guide.
4. Code the games and study guide files for easy recognition.

ACTIVITY: REQUEST (RECIPROCAL QUESTIONING STRATEGY)

INTRODUCE: Use semantic mapping to discuss ways we learn new information; include "asking questions" as part of that map. Again using semantic mapping, discuss how we learn through questioning (e.g., different types of questions, purposes of questions). Explain that questioning can be used to check comprehension while we read.

INTERACT: Students are told they will read a story and take turns asking each other questions over specified sections. The rules for using the REQUEST (Reciprocal Questioning Strategy) are:

1. This activity may be done with groups, teams, pairs or individuals. The teacher and all students have the same reading passage in front of them.

2. After reading silently or orally the specified section of the passage (one or more sentences, paragraphs or short sections of a story), the student designated to ask questions may keep his/her book open. All other students and the teacher turn their books over when they have finished reading the specified section.

3. The person asking questions directs each question to a specific person on another team. If a student is asked a question s/he must answer; "I don't know" is not accepted as an answer.

4. Reasonable answers should be accepted as correct. If a wrong answer is given, that student may turn over his/her book to look for the answer. Meanwhile, the questioner calls on another student.

5. Assist students in asking different levels of questions. Questioners may NOT ask for verbatim quotes (since we don't memorize all the words we read, but remember the important ideas); a "fill-in-the-blank" similarly cannot be used. Students are encouraged to ask "why" questions and to focus on important ideas.

6. The teacher participates in this activity, both in asking and answering questions, being especially careful to model good questions and answers. The teacher may ask an additional question after the questioner is finished if an important idea for the section has been omitted.

7. Questioning may continue until the student runs out of good questions for that section. If time does not allow unlimited questioning, a predetermined limit can be set for each questioner; for example, "ask 3 good questions about each sentence" or "ask 5 good questions about this paragraph".

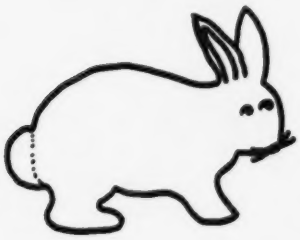
APPLY: By asking and answering questions, students will be recalling the plot, main idea, details, the actions of characters, and the "why" for events in the story. It also familiarizes students with how questions over written material are formulated and finally answered. Practice this technique on both short and long reading passages to help students develop self-monitoring skills.

EXPAND: Each student is assigned a specific section of a story and writes questions over this section. These questions are duplicated, and all of the students could then answer all of the questions (orally or in writing).

DIRECTIONS: 1. The teacher chooses a story or passage to be read by all of the students and the teacher; content area texts and prose materials work equally well. Everyone in the group, including the teacher, has a copy of the story/passage.
2. The teacher divides the story at predetermined points in order to allow as many students as possible to participate and keep the pace of the activity moving.

Skill Category: Phonics
Skill Number: R01010
Objective: to supply the letter name that represents the consonant sound heard in words in the initial position
Method of Presentation: ACTIVITY
Grade: 1

p r d t



C D L M

ACTIVITY: TAKE A PET HOME

INTRODUCE: Using flash cards, review letter names and consonant sounds previously taught with students.

INTERACT: Show the students the chart with animal pictures and rows of letters. Taking turns, students will "read" a row of letters and give the consonant sound for each letter on that row. If the student reads the entire row without error, the student gets a picture of the animal at the beginning of the row to "take a pet home". Other students indicate agreement with the answers given by holding their arms straight by their sides; if they disagree with any answer, they cross their arms in front of their bodies. If any students disagree with an answer, the group stops to discuss the correct answer and find examples of words using that sound.

APPLY: Students name words which begin with each of the letters/sounds shown in their row. The instructor writes these words on the blackboard.

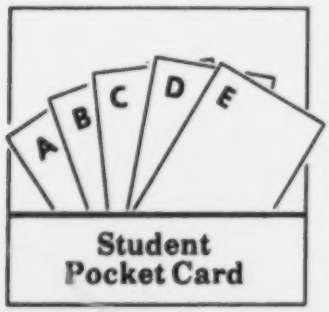
EXPAND: The group can make up "silly sentences" using words beginning with each of the letters in a row. For example, a sentence for the row "S B M K" could be "Some boys make keys." The instructor writes the sentences on the blackboard.

DIRECTIONS: 1. Make a chart using a piece of poster board (approximately 24" x 30"); draw or paste pictures of animals down the left margin to indicate the beginning of each row. Animal pictures (approximately 3"x4") from the basal reader or cartoon animals can be used.

2. Draw or trace a picture of each animal used on the chart on a ditto master. Run several copies of each ditto. (Two animals can be drawn on a single ditto master, and then cut the ditto in half so there is one animal on each sheet of paper.)

SOURCE: Mildred Noel, Peyton School, Cabell County, WV

Skill Category: Phonics
Skill Number: R01010
Objective: The student will be able to identify initial consonant sounds from orally-presented alliterative sentences
Method of Presentation: GAME
Grade: 1



ACTIVITY: THE 4S GAME (STAND UP/SECRET/SILENT/SHOW ME)

INTRODUCE: Discuss with the students that when we know the letters of the alphabet and the sounds most often made by those letters, we can know which letter is being used at the beginning of a word by listening to the sound that it makes. Use several objects in the room to help students focus on hearing the first sound in a word (E.g., book = "b"; table = "t").

INTERACT: Each student and the teacher has an activity pocket containing 5-6 consonant cards. All students must Stand in front of the teacher where they cannot see each other's cards. Stress that the game is Secret; no one must look at another's activity pocket. Explain that this is a Silent game; students Show the answer by using the cards, not their voices.

The teacher reads an alliterative sentence, such as "Look, Lydia, look! The lion likes the lamb!" Students and the teacher choose the letter card for the beginning consonant sound heard most in that sentence. That consonant card is placed in the front position of the activity pocket and students "hug" the card to their chests. When the teacher says "Show me!", students hold up their pockets so the teacher can see them. Then the teacher holds up his/her pocket showing the correct answer.

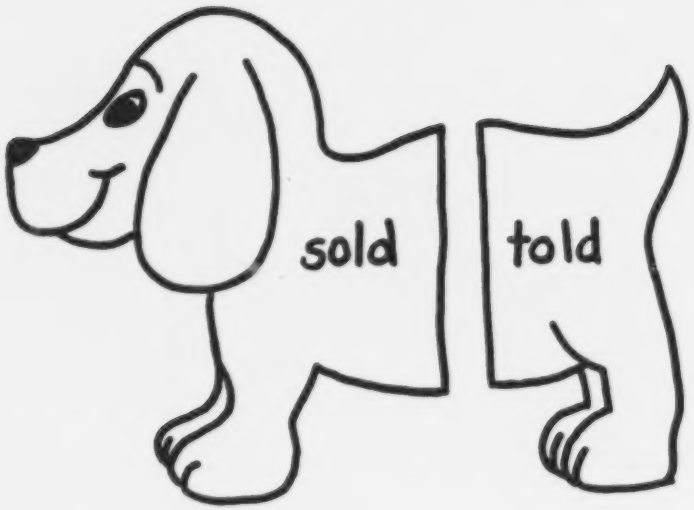
APPLY: Have the students name other words which use each correct letter. Use objects and pictures in the room as stimuli.

EXPAND: This activity may be used to identify students who need extra practice on a specific consonant sound and/or additional visual or auditory discrimination exercises. Students may wish to compose their own alliterative sentences as a language experience activity.

DIRECTIONS:
1. Cut a 9x12 inch sheet of construction paper in half to form 2 pieces, each 4 1/2x6 inches.
2. On each piece, put masking tape across one 4 1/2 inch side and turn up a 1 1/2 inch fold to form a pocket.
3. Tape all four sides of the paper, sealing the sides of the pocket.
4. Make a set of cards for the consonants being studied. The cards should be large enough to handle, fit in the pocket and be made of durable paper (e.g., construction paper or tagboard). Write the letters so they can be seen when the cards are in the pocket.
5. Each student participating in this activity and the teacher should have an "activity pocket" and a set of consonant cards.

SOURCE: Pamela Wohlford (Adapted from Nadine Hicks), Martin Elementary, Floyd Co., KY

Skill Category: Phonics
Skill Number: R01011
Objective: to recognize a word that rhymes with another word.
Method of Presentation: ACTIVITY
Grade: 1



ACTIVITY: RHYMING PUPPIES

INTRODUCE: The instructor says or writes a word on the blackboard; students brainstorm words to rhyme with that word. Repeat several times to review students on the skill of rhyming.

INTERACT: Students may work individually or in pairs for this activity. Students separate puppy parts into front halves and back halves. They match a front puppy half to a back half by selecting words that rhyme.

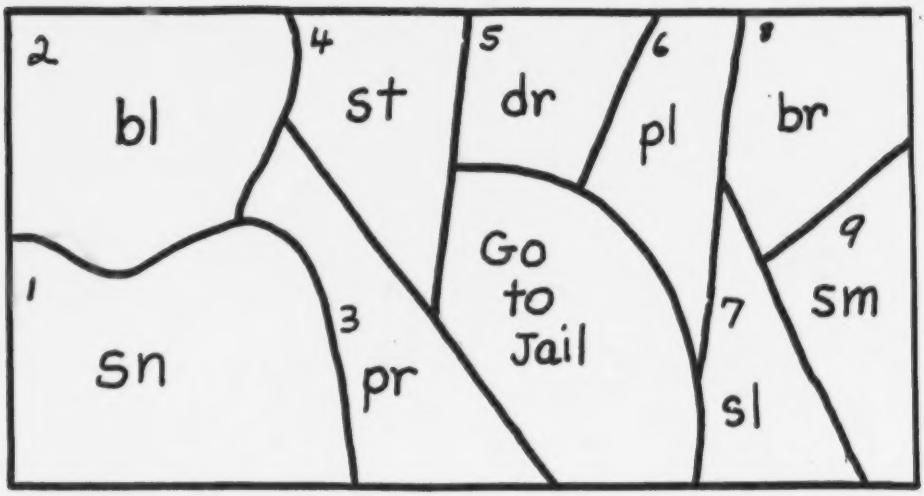
APPLY: Students make up a sentence which includes the two rhyming words for each puppy. If desired, two line "poems" can be written with the rhyming words at the end of each line.

EXPAND: Students make up pairs of rhyming words and a sentence using the rhyming words. These sentences can be written as cloze sentences and exchanged among students to match the rhyming pairs and use those pairs to complete the cloze sentences.

DIRECTIONS:
1. Using the above pattern, trace 10 puppies on tag-board. Cut each puppy in half.
2. Write a list of 10 rhyming pairs, using words appropriate for the students. Write one rhyming word on the front half of a puppy and the rhyming pair on the back half.
3. If desired, color the puppies. Laminate each puppy part.
4. Place the puppy parts in a manila envelope. Several sets of materials can be constructed; store each set of materials in a separate envelope.

SOURCE: Alice Raines, Kenna/Duke School, Jackson Co., WV

Skill Category: Phonics
Skill Numbers: R01010 R02009
Objective: to associate the correct sound for a consonant or blend in a word.
Method of Presentation: GAME
Grades: 1-2



ACTIVITY: BEANBAG BLENDS GAME

INTRODUCE: Using flashcards, review the sound associated with the consonant and/or blends studied by the students.

INTERACT: Explain the gameboard and rules to the students; each student has a different color beanbag. In turn, each player throws their small beanbag on the playing spaces in numerical order. If the student misses the number, they stay where they are. When the student lands on the right number, they give the correct sound for the letter/blend and give a word using that letter/blend. If the beanbag lands on "GO TO JAIL", the student stays in jail until another player gets in jail, until they help a player who misses the correct sound or word, or for one turn of play.

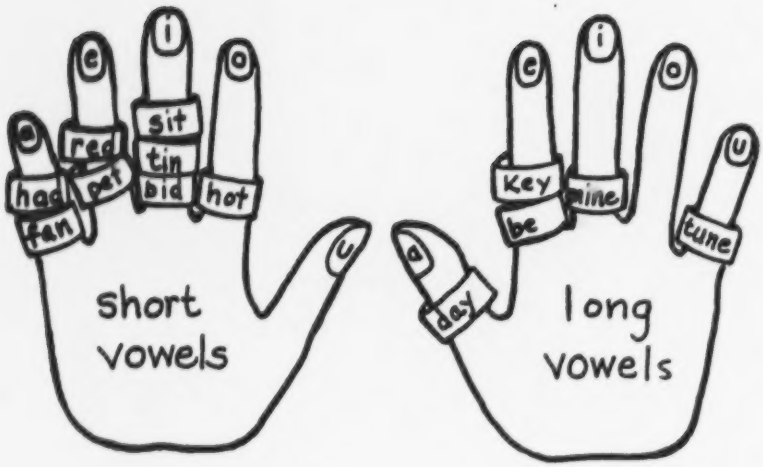
APPLY: The instructor lists the words given by the students on the blackboard. Students write sentences or a group story using these words.

EXPAND: Students brainstorm words for each consonant/blend studied. Set a goal for the number of words generated; for example, list 5 or 10 words for each consonant/blend used in the game. The instructor writes these words on the blackboard. The students can select certain words and make up sentences using those words.

DIRECTIONS:
1. On paper or tagboard (approximately 35"x48"), make a gameboard like the sample. Fill in the playing spaces with consonants or blends taught the students.
2. Make several small beanbags to use in the game. Have one beanbag for each player.
3. Make or provide circles or other playing pieces which can be used to mark (hold) a student's place on the gameboard between turns.

SOURCE: Hubert Raines, Circleville Elementary, Pendleton Co., WV

Skill Category: Phonics
Skill Numbers: R02010 R02011
Objective: to recognize short and long vowel sounds in one-syllable words
Method of Presentation: BULLETIN BOARD
Grades: 1-3



ACTIVITY: RINGS ON THE FINGERS

INTRODUCE: Review short and long vowel sounds and patterns with the students.

INTERACT: Students may work in pairs or individually. Students read the word on each ring and decide if it has a long or short vowel sound. The ring is then slipped over the correct finger to match the vowel sound.

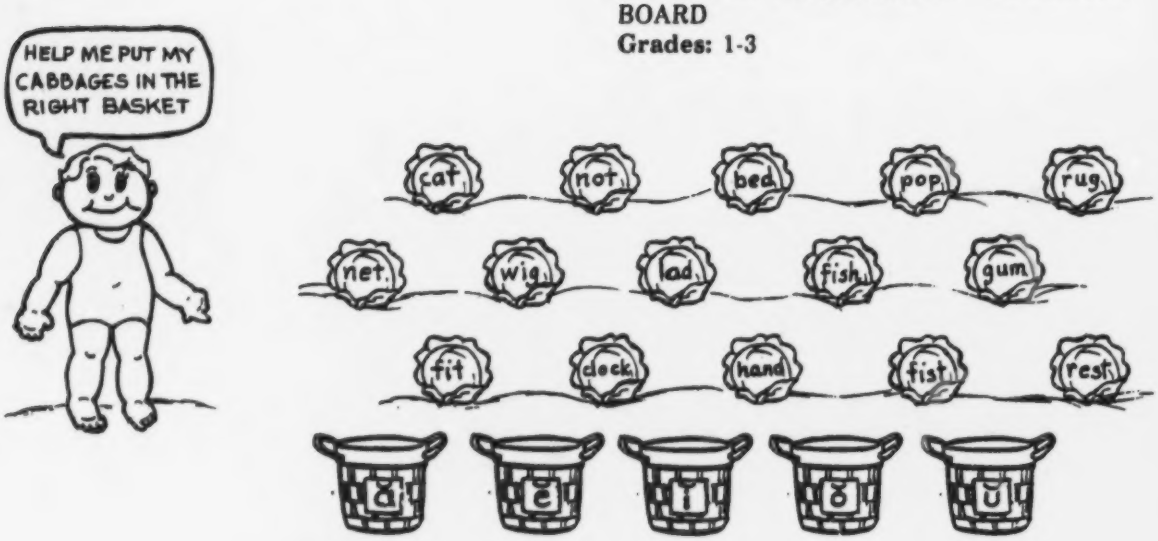
APPLY: Students write sentences using the words on the rings. A group language experience story can be written, if desired.

EXPAND: Students can read a passage looking for new words to use in his activity. Students can write the words on strips of paper which are glued or stapled into rings. This activity can be modified to practice syllabication skills with older students. Words containing 1-5 syllables can be written on each ring, and students place the ring on the finger showing the correct number of syllables.

DIRECTIONS:
1. Using tagboard, trace and cut out outlines of a left and right hand. Label one hand "Short Vowels" and the other hand as "Long Vowels". Laminate each hand.
2. Write one-syllable words containing short or long vowels on strips of paper 1/2" x 4". Laminate each strip, then staple or glue the ends of the strips together to form a ring.
3. Put up a bulletin board entitled "HANDS ON"; attach the hands under the title. Place the rings in a manila envelope.
4. Several pairs of hands can be put up on the bulletin board so several students can do this activity at the same time.

SOURCE: Karen Ferguson, Wayne Elementary, Wayne Co., WV

Skill Category: Phonics
Skill Number: R02010 R02011
Objective: to recognize short and long vowel sounds in one-syllable words.
Method of Presentation: BULLETIN BOARD
Grades: 1-3



ACTIVITY: CABBAGE PATCH VOWELS

INTRODUCE: Review vowel sounds using flash cards. Extend practice by saying one-syllable words and asking students to identify the vowel sound heard in each word.

INTERACT: Taking turns, each student picks a cabbage from the garden and places the cabbage in the correct basket. Other students in the group indicate if they agree with the answer (hands straight by their sides) or disagree with the answer (arms crossed in front of the body). Discuss answers for which there is disagreement.

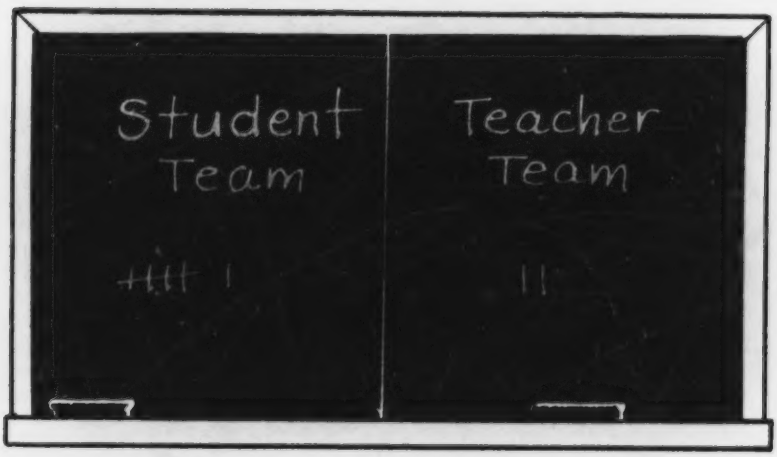
APPLY: Students make up sentences using the words from one of the baskets. These sentences can make up a story, if desired. Students can work in pairs to write the sentences, or the students can dictate the sentences to the instructor or an older student.

EXPAND: Students read a passage and select one-syllable words with long or short vowel sounds. These words are written on blank cabbages and substituted on the bulletin board to make a new version of this activity. Students may work on short vowels first, then long vowels, and then with long and short vowels mixed together.

DIRECTIONS:
1. Put up a bulletin board, using brown paper or burlap for the background.
2. Draw, color and cut out a Cabbage Patch Kid for the bulletin board.
3. Using green construction paper, draw and cut out a cabbage shape for each word to be used in this activity. The size of the cabbages should fit in the containers being used as the "baskets". Laminate each cabbage. Write a word on each cabbage.
4. Select styrofoam cups or deli containers (half-pint or pint size) to use as the "baskets". You will need 5-10 containers (10 if both short and long vowels will be practiced). Label each container with a vowel sound and staple them to the bulletin board.

SOURCE: Linda Lantz, West Milford Elementary, Harrison Co., WV

Skill Category: Phonics
Skill Numbers: R01010 R01012 R02008 R02009 R02010 R02011 R02012 R02016
Objective: to apply phonetic and decoding skills to words.
Method of Presentation: GAME
Grades: 1-4



ACTIVITY: STUMP THE STUDENTS

INTRODUCE: Briefly review the decoding or word identification skills which will be applied in today's game. For example, decoding skills could include prefixes, suffixes, compound words and phonics. Write practice examples on the blackboard.

INTERACT: Two teams are formed: the instructor is one team; the second team is made up of no more than 5-6 students. The instructor will write a word on the board, and students will get a point for their team if they can successfully read the word. If the student team can not correctly read the word, the instructor gets the point. (Naturally, words can be selected that will give the student team a huge lead, if desired.) The rules may specify that the student team can work as a group or take turns in reading the words written on the blackboard.

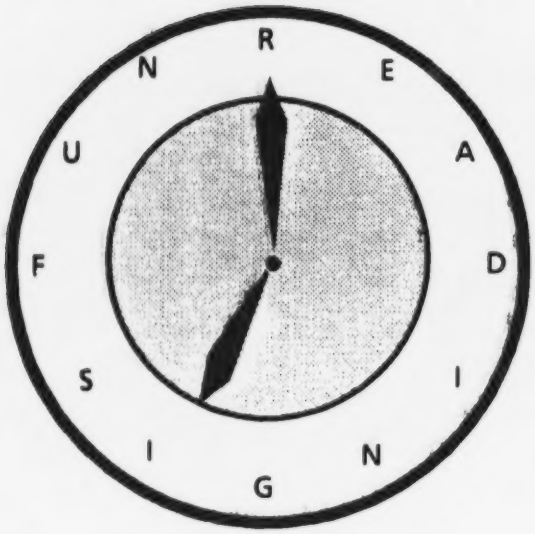
APPLY: After correctly reading the word, the student team can earn a bonus point by using the word in a sentence with context which illustrates the meaning of the word.

EXPAND: Use nonsense words for this decoding practice; these words must require the use of specific phonetic and decoding skills that have been taught.

DIRECTIONS: Make up a list of words which require the phonetic and/or decoding skills taught.

SOURCE: Laura Krupa, Ritchie Co., WV

Skill Category: Phonics Sight Words
Skill Numbers: R02016 R02017 R03011
Objective: To practice word identification, vocabulary and word usage
Method of Presentation: ACTIVITY
Grades: 2-4



ACTIVITY: "READING IS FUN" CLOCK

INTRODUCE: Show the clock to the students and point out that it has 12 letters instead of 12 numbers on it. Tell the students that by mixing the letters they can form many words; together find several examples (e.g., read, red, sing, nine). Point out the different sounds or phonics generalizations used.

INTERACT: As students mix the letters they are to write a list of as many words as they can make. Variations include working in pairs to make up the words, taking turns giving an answer to the group and/or students writing the words on the blackboard. The teacher checks the words students write.

APPLY: Orally or in writing, have students compose sentences using each word in their list.

EXPAND: Write a group language experience story; include as many of the words from all the lists as possible. Have a "three minute creative writing contest;" students write a sentence (or short paragraph) using as many of the words as possible; the sentence or paragraph containing the greatest number of these words is the winner.

DIRECTIONS:
1. On tagboard or the chalkboard, draw a clock face and write "READING IS FUN" around the face (instead of the clock numbers).
2. Arrange for writing the words created by the students; this could be individual paper and pencil for each student, chart paper and magic marker for the teacher, or chalk and blackboard for teacher and/or students.

SOURCE: Jeannie Harrison, North Calloway Elementary, Calloway Co., KY

Skill Category: Structural Analysis
Skill Number: R02012
Objective: to change words from the singular form to the correct plural form.
Method of Presentation: GAME
Grades: 2-6

ACTIVITY: PLURAL BASEBALL GAME

INTRODUCE: Discuss with students how the game of baseball is played. Explain that the students will play a variation of baseball to practice making the plural forms of words. Review the various patterns taught for making plurals with the students.

INTERACT: The students are divided into two equal teams; designate first, second and third bases and home plate in the classroom. Teams takes turns being "at bat". In turn, each team member draws a slip of paper from the container and spells the plural form of that word. If correct, the student proceeds to first base. As players continue to answer correctly, they advance around the bases to score runs. If incorrect, the opposing team has a chance to spell the correct plural. If the opposing team can correctly spell the plural form, it counts as an "out" for the team at bat. After three outs, the opposing team comes to bat. The team which scores the most points is the winner.

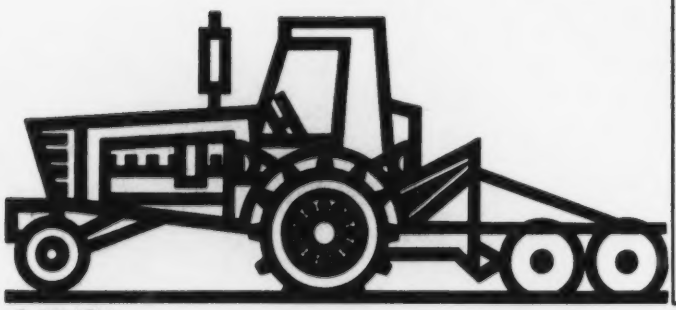
APPLY: Students read sentences containing the singular form of the words used in the game. They rewrite the sentences to use the plural form of the designated word. Caution students that they may need to change more than the designated word in order to have a correct plural sentence.

EXPAND: The game can be adjusted to practice other skills which have been taught. Possibilities include cause-effect, fact-fantasy, and common affixes.

DIRECTIONS:
1. Write a list of recently introduced words which lend themselves to plurals and practice the variety of plural forms taught.
2. Designate appropriate places in the classroom as first base, second base, third base and home plate.

SOURCE: JoAnn Miller, Midkiff Elementary, Lincoln Co., WV

Skill Category: Structural Analysis
Skill Number: R01012 R02012
Objective: To provide practice in forming and writing compound words
Method of Presentation: ACTIVITY
Grades: 1-2 (can be adapted to any grade level)



Play

1. play thing
2. play ground
3. play house
4. play _____
5. play _____

ACTIVITY: CULTIVATING COMPOUND WORDS

INTRODUCE: Review the process of forming compound words. Explain to students they will be making as many compound words as possible on the "Cultivating Compound Words" page given to them.

INTERACT: Divide the class into small groups. Distribute a "Cultivating Compound Words" work sheet on which four root words are listed. Instruct each group to form as many compound words as they can from the root words on the work sheet. The group forming the most compound words wins. More handouts with additional root words can be used to give a greater chance for more to win.

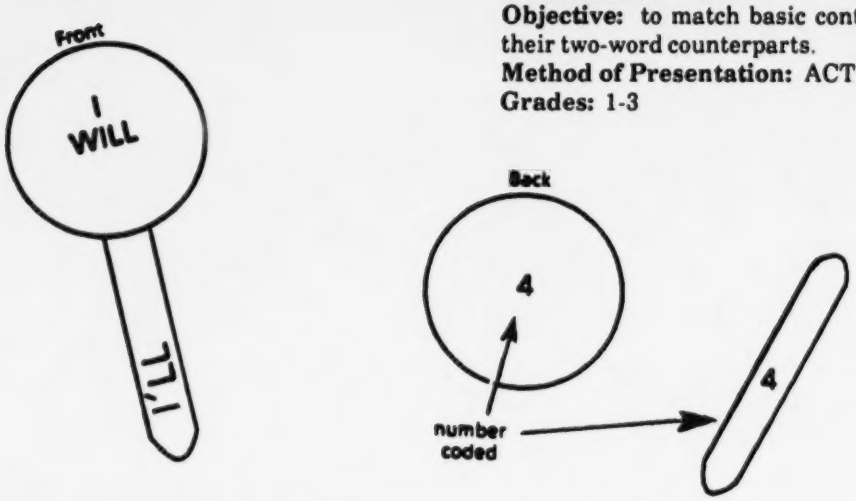
APPLY: Each child is to write the compound words on his "Cultivating Compound Words" sheet, even though the players may take turns giving answers in the group.

EXPAND: After the game is completed, the students write five sentences, each including one of the compound words they made.

DIRECTION: 1. Write a list of words which can be a part of multiple compound words.
2. Duplicate copies of the "Cultivating Compound Words" sheets.

SOURCE: Jeannie Harrison North Calloway Elementary, Calloway Co., KY

Skill Category: Structural Analysis
Skill Number: R03010
Objective: to match basic contractions with their two-word counterparts.
Method of Presentation: ACTIVITY
Grades: 1-3



ACTIVITY: MAKE A LOLLIPOP

INTRODUCE: Review the concept of contractions with the students. Draw lollipops with the two-word form of chosen contractions on the left side of the blackboard. Draw lollipop sticks on the right side of the blackboard; on the sticks write the corresponding contractions in random order. Have students come to the blackboard and draw lines to match the parts together.

INTERACT: Students may complete this activity individually or in pairs. Using the lollipops and sticks from the activity packet, students match the lollipop (two-word form) with the correct stick (contraction).

APPLY: Students will read sentences which contain the two-word form and will select the correct contraction which can be substituted for those two words.

EXPAND: Students read an appropriate reading passage and circle all contractions. In the margin of the reading passage, students write the two-word longer form for the circled contraction.

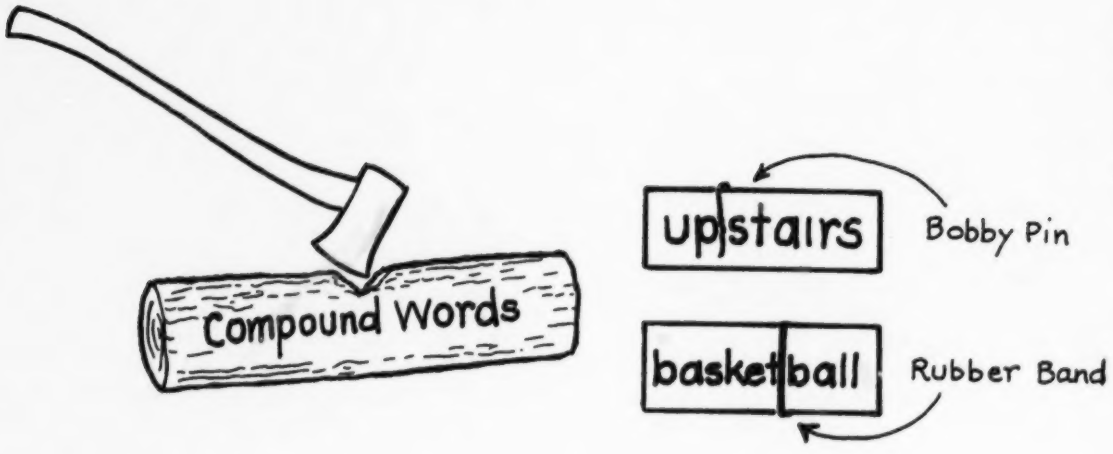
DIRECTIONS: 1. Make a list of the contractions taught the students. Possible choices include:

I am - I'm	you will - you'll	we will - we'll
I will- I'll	you have - you've	we have - we've
I have- I've	you have - you've	we are - we're
he will-he'll	she will - she'll	they will-they'll
do not- don't	you are - you're	they are-they're
can not-can't	have not - haven't	will not - won't
you would - you'd		

2. Using construction paper, cut out 2 circles for each lollipop. Write the two-word form of each contraction on one circle. Glue two circles together; at the lower edge of the circle leave an unglued pocket in which to insert the lollipop stick. Laminate each lollipop and cut open the pocket.
3. Write the contraction on craft sticks or popsicle sticks, using a permanent marker.
4. If you wish them to be self-correcting, write a number code on the back of each lollipop and its corresponding stick. Store all pieces in a manila envelope on which the directions are written.

SOURCE: Debra Payne, Sylvia Elementary, Raleigh Co., WV

Skill Category: Structural Analysis
Skill Number: R02012
Objective: To provide reinforcement following instruction and practice on compound words
Method of Presentation: Learning Center
Grades: 2-3



ACTIVITY: WORD CHOP

INTRODUCE: Provide direct instruction and practice on compound words. Tell students the purpose of this activity is to practice identification of the two parts of compound words and to use these parts to help understand the compound words.

INTERACT: The students independently complete the learning center activity. All work is checked by the teacher, and a record card (in the shape of a log) is maintained for each student.

Up to 15 sets of cards are used; each set includes eight cards, each with a different compound word written on it. Each student has a set of cards; they read the words on each card and, using a rubber band, bobby pin or piece of yarn, separate it into the two parts. The teacher checks each set as it is completed and records it on the student's record "log."

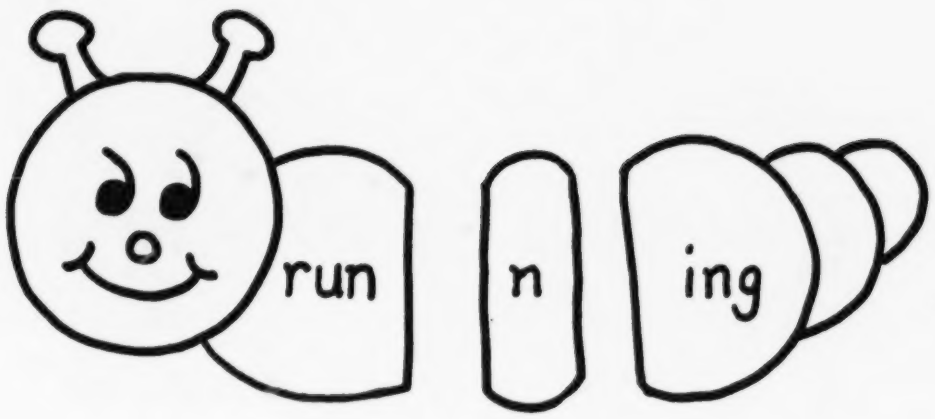
APPLY: Students write a sentence, or set of sentences, using at least three of the compound words in their set.

EXPAND: Followup activities may include spelling and a "compound word hunt" in a given story.

DIRECTIONS:
1. Make a suitable bulletin board display of "Word Chop".
2. If desired, make individual student record cards cut in the shape of a log to monitor each student's correct response.
3. Make sets of cardboard strips, 3"x8", eight cards per set. A different compound word is written on each card. Use 15 sets of cards for this activity.
4. Provide rubber bands, bobby pins or yarn lengths to use for "chopping" words into two parts.
5. Store the cards in library pockets or manila envelopes for storage.

SOURCE: Pamela Wohlford, Martin Elementary, Floyd Co., KY

Skill Category: Structural Analysis
Skill Number: R02012
Objective: to identify the baseword in words containing affixes
Method of Presentation: ACTIVITY
Grades: 2-3



ACTIVITY: WORD WORM

INTRODUCE: Using an overhead projector, demonstrate the concept of doubling the final consonant of a short vowel word before adding certain suffixes, such as "ing".

INTERACT: Students complete this activity individually or in pairs. Students read the word on the first section of the worm and select the 2 additional worm pieces to correctly spell another form of that word.

APPLY: Students write sentences using the word on each complete worm.

EXPAND: The easy level of this activity includes only one affix option (such as adding "ing" to each word). To increase the difficulty of the activity, use several different affixes (such as "ing", "er", "est" and "ed"). The most difficult version would include some 2-part worms (words which directly add an affix) and some 3-part worms (words which double the final consonant before adding the affix). In that version, students must discriminate the correct number of parts for each worm.

DIRECTIONS:
1. Using the Word Worm pattern, cut out 10 worms from construction paper or tagboard.
2. On the first section of each worm print one of the following words: hop, shop, hum, chop, beg, trot, sit, drip, get, run. Write the appropriate consonant on the middle section of the worm and "ing" (or other affixes) on the tail portion of the worm.
3. Laminate all worm pieces and store in a manila envelope. Write the directions for the activity on the envelope.

SOURCE: Drema Barker, Comfort Grade, Boone Co., WV

Skill Category: Structural Analysis
Skill Number: R03010
Objective: to match basic contractions with their two-word counterparts.
Method of Presentation: ACTIVITY
Grades: 1-4

ACTIVITY: HATCH YOUR CONTRACTION SKILLS

INTRODUCE: Use the overhead to demonstrate to students how contractions are formed.

INTERACT: Students complete this activity in pairs or individually. Using the egg halves, students match each contraction with its longer two-word form.

APPLY: Students will read appropriate sentences and circle all two-word pairs for which a contraction can be substituted. They will then select the correct spelling of the contraction to be used in each sentence.

EXPAND: Students will write sentences using specified contractions. These sentences can compose a group language experience story.

DIRECTIONS: 1. Using construction paper or tagboard, cut out 10 chicken eggs. On the top half of the egg, write the two-word form; on the lower half of the egg, write the corresponding contraction. Cut each egg in half, using different irregular patterns so there will be only one correct match for each contraction pair.
2. Laminate all egg halves and store them in a manila envelope. Write the directions for this activity on the envelope.

SOURCE: Alice Raines, Duke Elementary, Jackson Co., WV

Skill Category: Structural Analysis
Skill Number: R02012
Objective: to identify the two parts which comprise a compound word.
Method of Presentation: ACTIVITY
Grades: 2-4

ACTIVITY: LOVE-A-LOT BEARS

INTRODUCE: Review the concept of compound words with the students. Have the students name some compound words and write them on the blackboard.

INTERACT: Students complete this activity individually or in pairs. Students are given 5-10 Love-A-Lot Bears; on each bear is a red heart containing one part of a compound word. Students are also given a corresponding number of white hearts on which the other part of the compound word has been written Students read the words on each heart and match two words to correctly form a compound word.

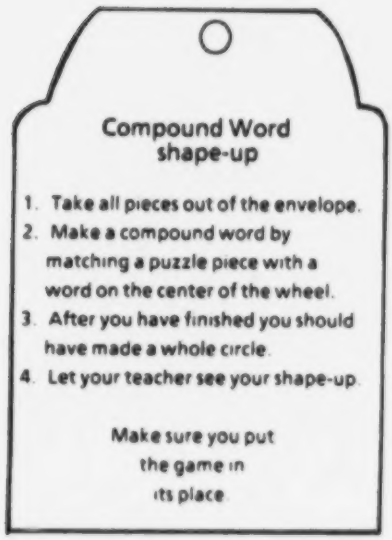
APPLY: Students will write sentences using the compound words on the Love-A-Lot Bears they correctly matched.

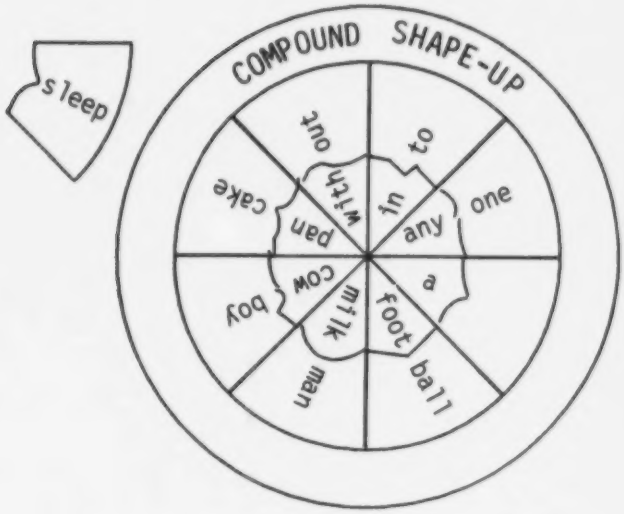
EXPAND: Students identify compound words in appropriate reading passages. They make heart pairs for these words to create new Love-A-Lot Bears activity cards.

DIRECTIONS:
1. Make 10 bears from colored posterboard, using the Love-A-Lot Bear pattern.
2. On each bear place off center one red heart with half of a compound word (one word) written on it.
3. On each white heart, write the second half of each compound word.
4. Laminate the bears and white hearts. Keep all pieces in a manila envelope.

SOURCE: Connie Cantley, Comfort Elementary, Boone Co., WV

Skill Category: Structural Analysis
Skill Number: R02012
Objective: to recognize the two parts of a compound word
Method of Presentation: ACTIVITY
Grades: 2-4


Compound Word
shape-up
1. Take all pieces out of the envelope.
2. Make a compound word by matching a puzzle piece with a word on the center of the wheel.
3. After you have finished you should have made a whole circle.
4. Let your teacher see your shape-up.
Make sure you put the game in its place.



ACTIVITY: COMPOUND WORDS SHAPE-UP

INTRODUCE: Using an overhead transparency, explain how compound words are formed and how they change the meaning of the two original word parts when they are put together.

INTERACT: Students may complete this activity in pairs or individually. The students match the pieces to the correct shape on the game circle. The correct answers construct a perfect circle.

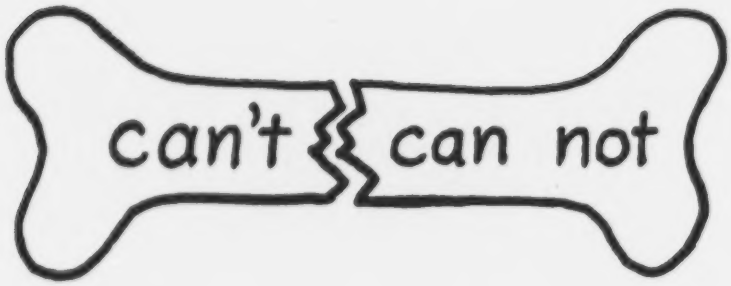
APPLY: The students will compose sentences using the compound words on the circle.

EXPAND: Students will complete a teacher-made compound word study guide, locate compound words in sentences, and/or construct compound words from a given list of words.

DIRECTIONS:
1. Construct a circle with a 12" diameter; a pizza wheel can be used. Cover the circle with poster board and divide it into eighths using a marker.
2. Make a small circle with a 5" diameter with irregular edges and divided into eighths.
3. Print the first part of a compound word in each section of the small circle; on the corresponding section of the large circle write the remaining part of the compound word.
4. Cut out the eight sections which comprise the outer large circle. Students complete the activity by matching those sections containing the second part of the compound word to the first part of the compound word on the smaller inner circle. A perfect circle will be completed if the compound words are constructed correctly.
5. Laminate all pieces of the activity. Store the pieces in a manila envelope; put game directions on the back of the envelope.

SOURCE: Nancy G. Wood, Southern Elementary, Pendleton Co., KY

Skill Category: Structural Analysis
Skill Number: R03010
Objective: to match basic contractions with their two-word counterparts
Method of Presentation: ACTIVITY
Grades: 2-4



ACTIVITY: BONE-UP ON CONTRACTIONS

INTRODUCE: Review the concept of contractions with students. Show the bone puzzle pieces; explain that one piece of the bone contains the two-word long form of the contraction; the matching piece contains the contraction itself.

INTERACT: Students may complete this activity individually or in pairs. Using the bone puzzle pieces, students find the contraction that matches its longer two-word form and correctly put the pieces together.

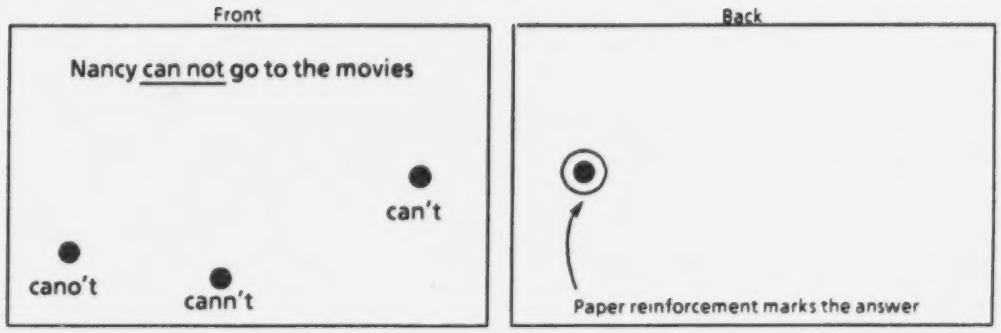
APPLY: Students read an appropriate passage and circle word pairs for which a contraction can be substituted. In the margin of the reading passage, the students write the appropriate contraction.

EXPAND: The students write sentences using the longer two-word form for the contractions on the bone puzzles. These sentences are exchanged among the students to circle the word pairs for which a contraction can be substituted and then write the contraction.

DIRECTIONS:
1. Using the bone pattern, cut several bones out of construction paper or tagboard. Make an adequate number to practice the contractions the students have learned.
2. Using the list of contractions studied by the students, write a contraction on the left side of each bone. On the right side of each bone, write its matching two-word form.
3. Cut each bone in half, making sure to cut each one differently so they can be matched easily.
4. Laminate all pieces and store in a manila envelope with the directions written on it.

SOURCE: Joyce Queen, Brooksville Elementary, Calhoun Co., WV

Skill Category: Structural Analysis
Skill Number: R03010
Objective: to match basic contractions with their two-word counterparts
Method of Presentation: ACTIVITY
Grades: 2 4



ACTIVITY: POKE AND FIND CONTRACTIONS

INTRODUCE: Use the overhead projector to explain the meaning of contractions and how they are formed.

INTERACT: Students complete this activity individually or in pairs. Each student has 5-10 contraction sentence cards. They read the sentence and select the correct spelling of the contraction for the underlined word pair. A golf tee is inserted in the hole beside the selected answer; the answer is checked by looking on the reverse side of the card for a paper reinforcement. Students record the number of correct answers; they write down the contraction and its two-word pair for each incorrect choice.

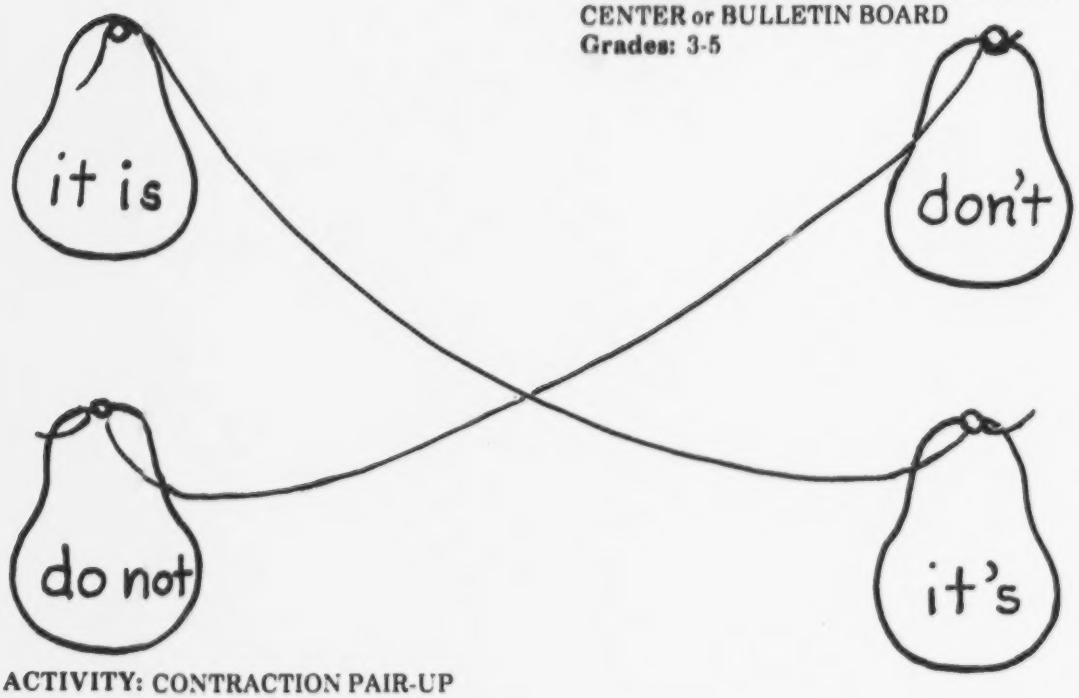
APPLY: Students will read appropriate sentences and select the correct contraction for each underlined two-word pair.

EXPAND: Students create additional contraction sentence cards to be used in this activity.

DIRECTIONS:
1. On a 3x5 card, write a sentence which includes a two-word form for which a contraction could be substituted. Underline those two words. Below the sentence write 3 answer options for that contraction (1 correctly spelled; 2 incorrectly spelled).
2. Using a hole punch, punch a hole just above each answer option. On the reverse side of the card, glue a paper reinforcement over the hole of the correct answer.
3. Make an adequate number of cards to provide students practice on the contractions which have been taught. Store the cards in a manila envelope with a supply of golf tees to use in indicating the answers. Write the directions on the outside of the envelope.

SOURCE: Linda S. Kimble, Southern Elementary, Pendleton Co., KY

Skill Category: Structural Analysis
Skill Number: R03010
Objective: To provide practice matching contractions to their longer form
Method of Presentation: LEARNING CENTER or BULLETIN BOARD
Grades: 3-5



ACTIVITY: CONTRACTION PAIR-UP

INTRODUCE: Review the concept of contractions. Discuss that one can "pair up" a contraction with its two word form. Demonstrate by matching the "contraction pear" on the right side of the display with its "two word form pear" on the left side of the display, using a piece of yarn as the connector.

INTERACT: Students take turns matching a contraction with its correct two word form. As each student works through the process, the student should pronounce the words orally. (Variation: The student who makes the match can randomly call on another student in the group to use the contraction in a sentence.)

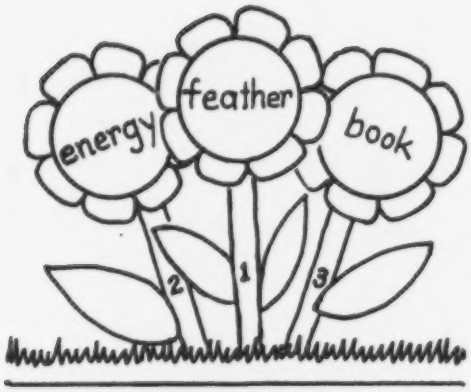
APPLY: Have the students make up contraction/two word form cards to be used in the learning center. Keep changing the word cards as students master the contractions.

EXPAND: The teacher writes out 10-15 sentences (on the chalkboard or on sentence strips), using the two word form of contractions. Have students identify places where a contraction can be used, make a contraction card of the answer and place the card correctly in the sentence.

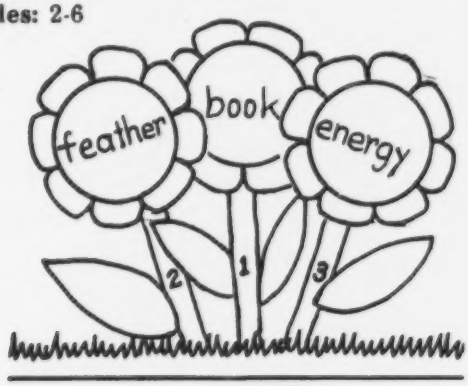
DIRECTIONS:
1. Put up the bulletin board display similar to the above example.
2. Cut a pear from tagboard for each contraction and its two word form to be included in the learning center. Write a contraction or a two word form on each pear.
3. Put the contractions on the right side of the bulletin board and (in mixed up fashion) the two word forms along the left side.
4. Attach a different colors of yarn to each contraction, using a pushpin or tack; insert a similar pin/tack in each two word form pear as a "hook" for attaching the yarn when making a match.

SOURCE: Jeannie Harrison, North Calloway Elementary, Calloway Co., KY

Skill Category: Structural Analysis
Skill Numbers: R02012 R02016
Objective: to decode new words by applying appropriate phonic rules and knowledge of affixes (e.g., syllabication)
Method of Presentation: BULLETIN BOARD
Grades: 2-6



BEFORE



AFTER

ACTIVITY: DIZZY DAISIES

INTRODUCE: Review generalizations for dividing words into syllables. Practice syllable recognition by having students clap their hands for each syllable they hear in 1-, 2-, and 3-syllable words pronounced by the instructor. Then write each word on the blackboard to illustrate the graphic cues for the various generalizations on dividing words into syllables.

INTERACT: Students read the words printed on the flowers and determine the correct number of syllables in each word. They then switch the flower heads to a stem showing that same number: for example, a two-syllable word would be above a stem with the number 2 on it.

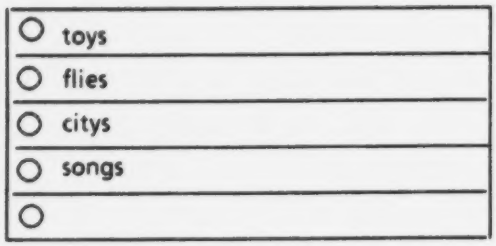
APPLY: Students read an appropriate passage, underlining 2-syllable words in red and circling 3-syllable words in blue.

EXPAND: Have students write a short story which includes a specified number of multisyllable words. For example, write a short story about an ideal spring day. The story must have eight 2-syllable words and five 3-syllable words and be at least 4 sentences long.

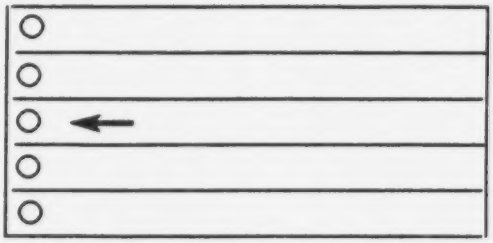
DIRECTIONS:
1. Cover the bulletin board with background paper. Put up title letters "DIZZY DAISIES". Put green grass along the lower edge of the bulletin board (e.g., drawn on with crayons/markers, cut from construction paper, or border edging).
2. Make a list of 10 or more appropriate vocabulary words; include some 1-, 2-, and 3-syllable words.
3. Using various colored construction paper, cut out 10 (or more) flower heads. On each flower head, write one of the vocabulary words. Using a hole punch, punch a hole in the top of each flower.
4. Using green construction paper, cut out 10 (or more) stems and leaves. On each stem write the number "1", "2", or "3" to match the number of syllables in each of the vocabulary words.
5. Attach the stems and leaves on the bulletin board in mixed order. Place straight pins where the flower heads will hang. Hang the flower heads in random order. Students move the flower heads to hang over the stem showing the correct number of syllables.

SOURCE: Rebecca Allen, Gap Mills Elementary, Monroe Co., WV

Skill Category: Structural Analysis
Skill Number: R02012
Objective: to reinforce the rules for changing words from singular to plural form.
Method of Presentation: Game
Grade: 2-6 (remedial)



Front



Back

ACTIVITY: FIND THE FOOLER GAME

INTRODUCE: Discuss the concept of singular and plural. Next review the common variant ways of forming plurals. The teacher may also compile a study guide to help students learn plural forms. The study guide can include rule/example sheets, worksheets and game sheets.

INTERACT: Each student is given several "Find the Fooler" cards. A student reads the four words on a card and identifies the "fooler" (an incorrectly spelled plural form), using a pencil or golf tee (correct answers are indicated on the back of each card). The student then suggests the correct spelling for the "fooler"; other students may offer an amendment or acceptance of that suggestion.

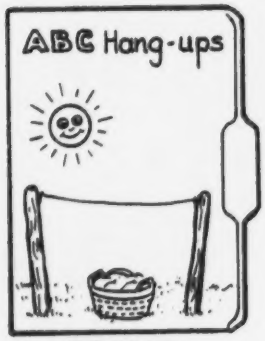
APPLY: The students will compose a sentence using the correctly spelled plural form. (Variation: Using appropriate words, have students compose two sentences using the word first as a plural and again in the singular possessive form.)

EXPAND: Students can write a sentence for "fill-in-the-blank-with-the-correct-plural" for other students to complete when using each "Find the Fooler" card.

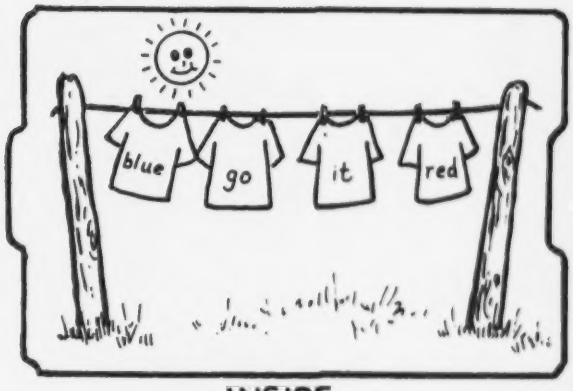
DIRECTIONS:
1. Cut 2 1/4" x 3 1/4" word cards from sturdy paper. List 4 plural words on each card (3 in correct form; one "fooler").
2. Using a hole puncher, punch a 1/4" diameter hole to the left of each word. On the reverse side of each card, code the "fooler" response with an arrow. Laminate all cards.
3. Provide golf tees for students to use as playing pieces in selecting the "fooler".

SOURCE: Linda S. Kimble, Southern Elementary, Pendleton Co., KY

Skill Category: Alphabet Skills Sight Words
Skill Numbers: R01009 R01013 R02017 R03011
Objective: to alphabetize given words or letters and to recognize the basic sight words
Method of Presentation: ACTIVITY
Grades: K-3



FRONT



INSIDE

ACTIVITY: ABC HANG-UPS

INTRODUCE: Using manipulatives, such as letter blocks, discuss and demonstrate how to put words or letters in alphabetical order. If manipulatives are not available, the skill can be shown using an overhead projector or on the blackboard using different colors of chalk.

INTERACT: Students may work in pairs or individually. Students choose tagboard shirts from the "clothesbasket" (manila envelope); if they correctly read the word or letter on the tagboard shirt, they hang it on the clothesline. The shirts are arranged in alphabetical order on the clothesline.

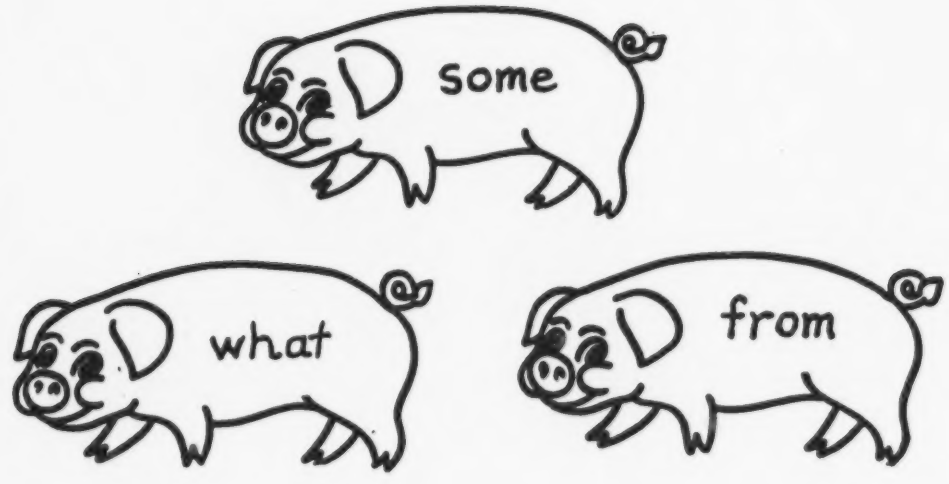
APPLY: Students use all of the words on the clothesline to write sentences or a short story.

EXPAND: Explore ways alphabetical order is used in daily life, such as looking up names in the phone book or finding words in the dictionary.

DIRECTIONS:
1. This activity is constructed as a folder game or as a bulletin board, using the above illustrations. The clothesline poles are made of construction paper. The "line" between the clothesline poles is a piece of yarn. The other illustrations (title lettering, clothesbasket, sun) can be made of construction paper or drawn on the file folder/bulletin board.
2. Cut out a number of tagboard shirts and laminate them. Write the letters or words on the laminated shirts; the words can be changed to vary the game for students. A paper clip can be attached to the neckline of each shirt to hang it on the clothesline, or clothespins may be used.
3. Store the tagboard shirts in a manila envelope. If this activity is a folder game, the manila envelope can be attached to the back of the file folder.

SOURCE: Trula Gray, Straley Elementary, Mercer Co., WV

Skill Category: Sight Words
Skill Numbers: R01013 R02017 R03011
Objective: To build sight vocabulary and word usage
Method of Presentation: ACTIVITY
Grades: 1-3



ACTIVITY: PIGGY PICK-UP

INTRODUCE: Briefly review with the students that there are some words we learn as sight words because they cannot be "sounded out" and/or are used so frequently that we want to know them immediately when we see them. Quickly go through the sight words being used in today's activity.

INTERACT: Each student is given a Piggy card with a sight word written on it. Explain to the group that they will make up a story using these words, with each student having a turn to use the word on his pig. Each child is to hold his pig up when it's his turn to add to the story. The teacher calls on the children to participate in random order; students should be expected to contribute 1-3 sentences to the story, or more if the teacher desires. (Variation: a child will hold his pig up anytime he hears his word used in the story.)

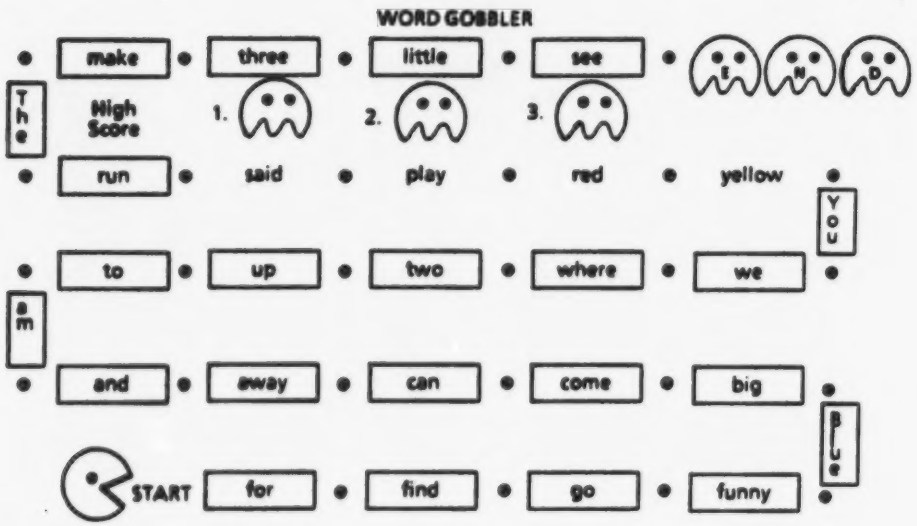
APPLY: The sight word pig cards can be exchanged so that practice and mastery of more words can be individually accomplished. The teacher can record the students' sentences as a group language experience story to be read together, possibly as a repeated reading activity.

EXPAND: Students can be asked to name a word that rhymes with the sight word pig card they are holding. The group can compose a "word families chart" from their words.

DIRECTIONS: 1. Using the pig pattern, cut out the desired number of piggy cards from card stock, tagboard or other durable paper.
2. Using a marking pen, write a sight word on each piggy card. Make at least one piggy card per student.

SOURCE: Jeannie Harrison, North Calloway Elementary, Calloway Co., KY

Skill Category: Sight Words
Skill Numbers: R01013 R02017 R03011
Objective: to recognize and read basic sight words
Method of Presentation: BULLETIN BOARD
Grades: 1-3



ACTIVITY: WORD GOBBLER

INTRODUCE: Review sight words being practiced by the students. Use the words in context, such as sentence or phrase flash cards.

INTERACT: Each student will take a turn with Pac Man through the maze. The student will get 1 point for each sight word the Pac Man "gobbles" (reads correctly). An error "earns" a ghost; with the third error, the student's turn is over. Keep a record of the number of points each student receives and post the "Top 5" high scores each day.

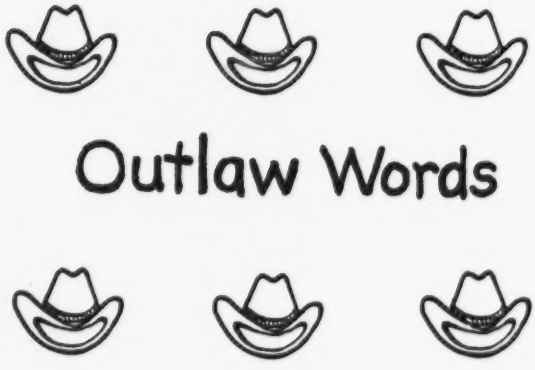
APPLY: The students write a group language experience story using each sight word at least once. If desired, it can be a "silly story".

EXPAND: Write a "home study card" for each word that a student misses. Encourage students to practice these words in order to raise their Pac Man scores the next day. Have students read an appropriate passage which contains the sight words being studied. Ask students to circle any words they don't recognize at first glance. Assess to see if any of the sight words being studied were circled.

DIRECTIONS: 1. Design a bulletin board Pac Man maze using 25-30 sight words currently being studied by the students.
2. Cover the bulletin board with background paper. At the top of the bulletin board, put the words WORD GOBBLER. Put the three ghosts in the middle of the display; place Pac Man at the lower left hand corner where the maze begins.
3. Write each of the sight words or phrases on a 3x5 card. Arrange the sight word cards in the maze design.

SOURCE: Helen Webb, Nellis Grade, Boone Co., WV

Skill Category: Sight Words
Skill Numbers: R01013 R02017 R03011
Objective: to recognize and read basic sight words
Method of Presentation: BULLETIN BOARD
Grades: 1-3



ACTIVITY: OUTLAW WORDS

INTRODUCE: Introduce the outlaw on the bulletin board. Let each student select a cowboy hat shape and write his/her name on it. Explain that they will be learning outlaw words. Explain that Outlaw Word are words that are frequently used in reading, but often can not be "sounded out" phonetically.

INTERACT: Students are given a list of 20 sight words (in context) or phrases to learn each week. When a student can read his/her words/phrases with 100% accuracy, the student gets a sticker for his/her hat. The process is repeated with a new list of words until all the words are learned.

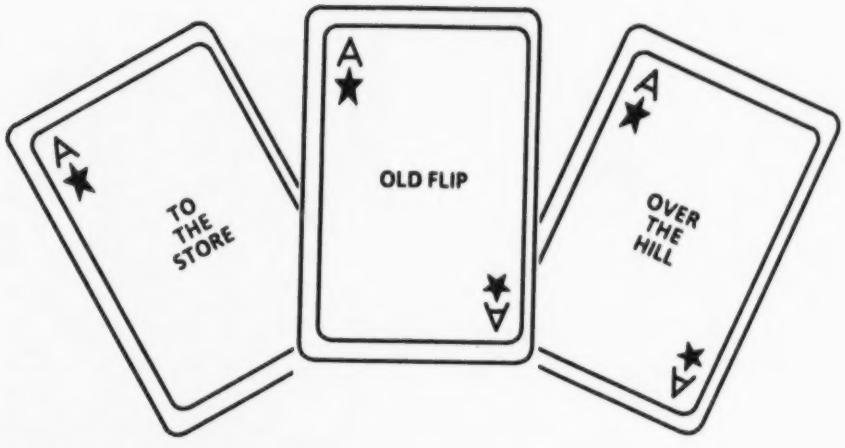
APPLY: Write a group language experience story or choose an appropriate reading passage containing specific sight words from the lists. Using group choral reading, do repeated readings of the story/passage to practice oral fluency and automacy with the sight words.

EXPAND: Each day write 3 of the words from this week's list on the board. Students write 1-2 sentences using those 3 words. This can be an instructor-led group activity or an individual activity.

DIRECTIONS:
1. Put up dark yellow background paper on the bulletin board. Draw an outlaw; color, cut out and put it on the left side of the bulletin board. In the middle of the right half of the bulletin board put the title OUTLAW WORDS.
2. Draw and cut out cowboy hats using tan or light brown construction paper. There should be enough hats to allow students free choice.
3. Write each student's name on the selected hat. Arrange these on the bulletin board.
4. Have a supply of stickers to keep a record of progress. A different shape/ color/design sticker can be used to denote each list, allowing students to progress at individual rates.

SOURCES: Syble Pettry and Opal Miller, Mt. View Elementary, Raleigh Co., WV

Skill Category: Sight Words
Skill Numbers: R01013 R02017 R03011
Objective: to recognize and read basic sight words
Method of Presentation: GAME
Grades: 1-3



ACTIVITY: OLD FLIP CARD GAME

INTRODUCE: Review with students the sight words recently taught. The review can be using a reading passage (on the overhead projector or the blackboard) or flash cards of those words used in context.

INTERACT: Explain the card game OLD FLIP. Most cards contain a sight word in context or a phrase; a few cards say OLD FLIP. The deck of cards are shuffled and placed face-down where everyone can easily reach them. Students take turns drawing 1 card from the pile. The student draws a word card, reads the word, spells the word (looking at the word is allowed) and uses it in a sentence. If successful, the student keeps the card; if unable to do all three parts correctly, another student may challenge to try to provide those answers. After a successful challenge, the student claims the card. When a student draws an OLD FLIP card, they must put all of their cards back in the pile. The student with the most cards at the end of the time limit/game is the winner.

APPLY: Write or select an appropriate reading passage which includes all or most of the sight words practiced in the game. Practice group choral readings using this passage. Repeat until acceptable fluency is noted for all (or nearly all) of the students.

EXPAND: Have the students write a group language experience story with the goal of using as many of the sight words on the cards as possible. Practice several oral readings of this story.

DIRECTIONS:
1. Use 3x5 blank index cards. Write one of the sight words being studied on each card. Present each word in context or as a phrase; highlight the specific word (e.g., underlined or boxed in red).
2. The number of cards in the deck can vary according to the number of players in each game. A general rule of thumb is 5 cards per player.
3. On several blank 3x5 cards write the words OLD FLIP. The number of OLD FLIP cards can be varied for each game. In general, the more OLD FLIP cards in the deck, the more "turn over" there will be as cards are recirculated through the deck for repetitive practice. With fewer OLD FLIP cards in the deck, there will be fewer cards returned to the deck and a faster-paced review is more likely.

SOURCE: Hubert Raines, Circleville Elementary, Pendleton Co., WV

Skill Category: Sight Words
Skill Numbers: R01013 R02017 R03011
Objective: to recognize and read basic sight words
Method of Presentation: GAME
Grades: 1-3

ACTIVITY: LET'S PLAY LEAP FROG

INTRODUCE: Discuss why we learn some words as sight words (frequency of use; non-phonetic words) and review the sight words currently being learned by the students.

INTERACT: Show the students the frog pond bulletin board. Point out that the words on the lily pads are their current sight words to learn. Each student will have a turn to help the big frog "jump" from pad to pad by reading the word on that pad and using it in a sentence. If a student does not recognize a word or can not think of a sentence, another student can volunteer to help. The first student's turn continues until all the words have been correctly pronounced and used in context.

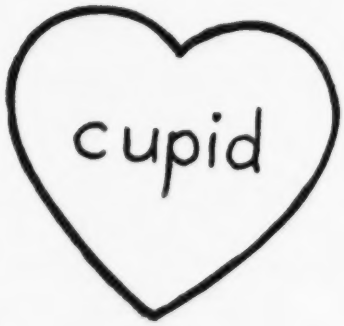
APPLY: The students use the words on the display to write sentences or a group language experience story.

EXPAND: The words on the bulletin board are changed as students master the sight vocabulary. Other vocabulary skills can be used in this activity, such as basal reader vocabulary, homonyms, antonyms, and synonyms.

DIRECTIONS:
1. Put up background paper on the bulletin board; light green or blue are suggested colors for the background.
2. Cut the needed number of lily pads from medium green construction paper. Print a reading vocabulary word (e.g., sight word) on each lily pad. Pin the lily pads to the bulletin board in a random manner.
3. Make a frog from construction paper or tagboard. Color, cut out and laminate the frog. Pin the frog on the bulletin board; as students are taking a turn to read and use the words in context, they will "hop" the frog from one lily pad to the next pad.

SOURCE: Helen Harman, Linden Elementary, Harrison Co., WV

Skill Category: Sight Words
Skill Numbers: R02007 R03009 R04012
Objective: To recognize and comprehend words commonly associated with the different holidays and seasons of the year
Method of Presentation: ACTIVITY
Grades: 2-6



ACTIVITY: SEASONAL WORDS

INTRODUCE: Discuss with students that we associate special vocabulary words with certain holidays or seasons of the year. Knowledge of these words can be helpful when we want to speak, read or write about these holidays/seasons. Tell the students that we will have discussions and activities to help them learn some of these special vocabulary words throughout the school year as these holidays/seasons occur. As a special day/season approaches, begin to teach its special vocabulary words to the students. Put up a special bulletin board to illustrate the words, provide a display for students' writings using the words, and/or be part of a learning center. Print the seasonal words on appropriate shapes (e.g., Thanksgiving words on a turkey-shape) for use in the display and as "cards" in learning activities.

INTERACT: Use the vocabulary in semantic mapping activities to help students develop "ownership" to the vocabulary words. Write a group language experience story using the words; have students write an individual story as well. Discuss the words and their meanings orally. Students should learn to pronounce all the words correctly and, for certain words, provide a definition.

APPLY: Practice these words by reading trade books and basal texts (orally/ silently; individually or in a group) which include the special vocabulary words. Have students develop a "Holiday Word Bank" to use when writing their own holiday stories.

EXPAND: Compile a class "Book of Holiday Stories" from the students' individual stories. Include some of the words for spelling activities.

DIRECTIONS:
1. Use construction paper and cut out shapes (e.g., pumpkins, eggs, turkeys, snowflakes, horses, presents, valentines and shamrocks). Sample patterns are on the following pages.
2. Color/shade the shapes as desired. Laminate them to improve their durability.
3. Print the vocabulary words on strips of white paper; using "magic transparent tape", tape the word onto the laminated shape.
4. A sample list of holiday/seasonal words which can be used for various vocabulary building activities is on the following page.

SOURCE: Marilyn W. Hughes, Emma B. Ward Elementary, Anderson Co., KY

SAMPLE LIST OF HOLIDAY WORDS

HALLOWEEN

spooky
goblin
broom
skeleton
bones
graveyard
ghosts
haunted
vampire
scary
brew
pumpkin
screech
jack-o-lantern
Halloween

THANKSGIVING

Mayflower
thankful
Thanksgiving
mincemeat
Squanto
Indian
settlement
freedom
November
England
cranberry
Plymouth, Massachusetts
autumn
harvest
Pilgrim

CHRISTMAS

chimney
sleigh
wreath
December
Christmas
menorah
reindeer
yule log
tinsel
poinsetta
ornament
season
decorate
shepherd
mistletoe
parcel

FEBRUARY

Birthday
Illinois
Mr. Vernon
Lincoln
Kentucky
heart
Valentine
February
Hodgenville, Kentucky
doily
cupid
Washington
president
love

ST. PATRICK'S DAY

Irish
Ireland
green
sweepstakes
shillelagh
shamrock
Emerald Isle
leprechaun
blarney stone
St. Patrick
jig

EASTER

Christian
chocolate
hare
Easter
dyes
search
celebration
resurrection
spring
passover
lily
custom

DERBY

yearling
Derby
veterinarian
stirrups
Churchill Downs
Thoroughbred
Louisville
jockey
neigh
cupola
bridle
silks
cinch
quirt

Skill Category: Sight Words
Skill Number: R02007 R03009 R04012
Objective: To learn words related to the different holidays and use those words in appropriate context
Method of Presentation: GAME
Grades: 2-6

B	I	N	G	O
elves	peace	red	star	noel
gold	carols	holly	bells	cards
angel	silver	FREE	gifts	garland
snow	tree	toys	bows	green
cheer	lights	love	stable	joy

ACTIVITY: HOLIDAY BINGO

INTRODUCE: At the beginning of the holiday season, introduce the words associated with it. Word mapping and categorizing activities are encouraged. Make a word chart with the students' help.

INTERACT: Write the holiday words on a "bingo-style" card in random order. Make at least one card for each student; make or provide cover pieces to play the game. Each student is given a word card and bingo rules are followed. The instructor calls out one of the holiday words; students locate the pronounced word on their card. If the student covers the required spaces, the student yells out "Bingo!" The student then reads the covered words aloud to the instructor for checking. Students may be awarded a small reward (e.g., bookmark, sticker).

APPLY: As a group or individually, students write a paragraph or story, using as many of the holiday words as possible. The students will also read stories which include those words.

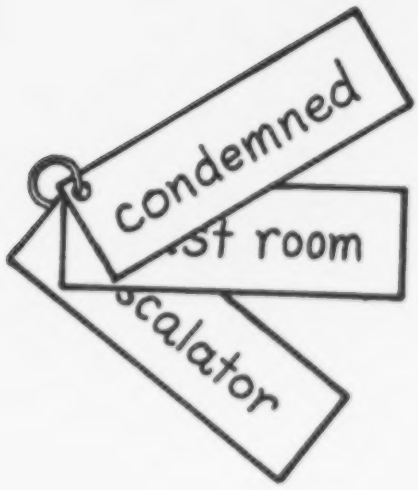
EXPAND: This variation of vocabulary bingo is similar to regular bingo. The primary exceptions are students brainstorm with the teacher to create the holiday wordlist. Discussion and examples of each word should be included. Each student writes a holiday word in one of the 25 spaces on a duplicated "bingo" card (paper size: 8 1/2x11). Each student creates his/her own "bingo" card in this manner.

To play the game the teacher has each word written on a separate slip of paper; these papers are randomly drawn (from a "hat") to determine the sequence for calling the vocabulary words.

DIRECTIONS: 1. Using 5x8 index cards, make a separate game board for each student. Mark off 25 spaces in a 5x5 grid. Write a holiday word from the holiday word list on page 69 in each space on the grid. Write words randomly so that no two cards are alike. The center space can be left "free".
2. Laminate all cards. File in a manila envelope, along with cover pieces (e.g., buttons, beans) for the game.

SOURCE: Linda S. Kimble, Southern Elementary, Pendleton Co., KY

Skill Category: Sight Words
Skill Numbers: R04004 R05004 R06006
Objective: to recognize sight words to follow directions in written material and daily life
Method of Presentation: ACTIVITY
Grades: 4-6



ACTIVITY: SURVIVAL WORD CARDS

INTRODUCE: Discuss with students different places where we encounter reading in every day life. Examples can include highway signs, billboard advertising, information signs and danger signs. Stress why it is important to be able to read these words.

INTERACT: Show the students the sets of survival words. Students practice one set of cards at a time and learn to recognize them with their parents' help. The student returns them to the Chapter 1 instructor; a timeline can be specified, if desired (e.g., 3 days to 2 weeks). Each student reads the words to the instructor and essential information about the word is discussed (e.g., "What should you do if you see this sign?").

APPLY: Make a class chart of examples when students encounter these survival words in reading materials (e.g., write a description of the circumstances in the story where the words were used) or in public places (e.g., where the words were seen).

EXPAND: Take the students on field trips to local places (e.g., a shopping mall) to look for survival words. Students list as many examples of survival words as they see.

DIRECTIONS:
1. Use the following list of survival words for this activity.
2. Make 6 sets of words cards, 20 cards to a set. Use a different color card for each set. For each set of cards, cut 10 (5"x8") index cards in half, making 20 (2 1/2"x8") cards. Use a hole puncher to punch a hole in the upper left hand corner of each card.
3. On the front of each card, write a survival word/phrase. On the reverse side, write a definition or explanation for that word/phrase.
4. Laminate the cards, if desired. Place each set on a snap ring (available at an office supply store) or shower curtain ring (much cheaper).

SOURCE: Linda S. Kimble and Nancy G. Wood, Southern Elementary, Pendleton Co., KY

Warning
Operator
Lavatory
Stairway
Cashier
Toilet
Condemned
School
Trash
Escalator
Restaurant
Don't Walk
Bus Stop
Wet Paint
No Trespassing
First Aid
No Smoking
Rest Rooms
Fire Escape
High Voltage
Keep Out
Fire Extinguisher
Keep Off
Nurse

No Admittance
Emergency Exit
Private Property
Employees Only
No Dumping
No Swimming
No Loitering
Bus Station
Help Wanted
Adults Only
Fire Alarm
Post Office
Customer Service
Out of Order
Do Not Enter
Watch Your Step
Beware of Dog
Handle With Care
Use Other Door
This Side up
Slippery When Wet
No Dogs Allowed
Do Not Disturb

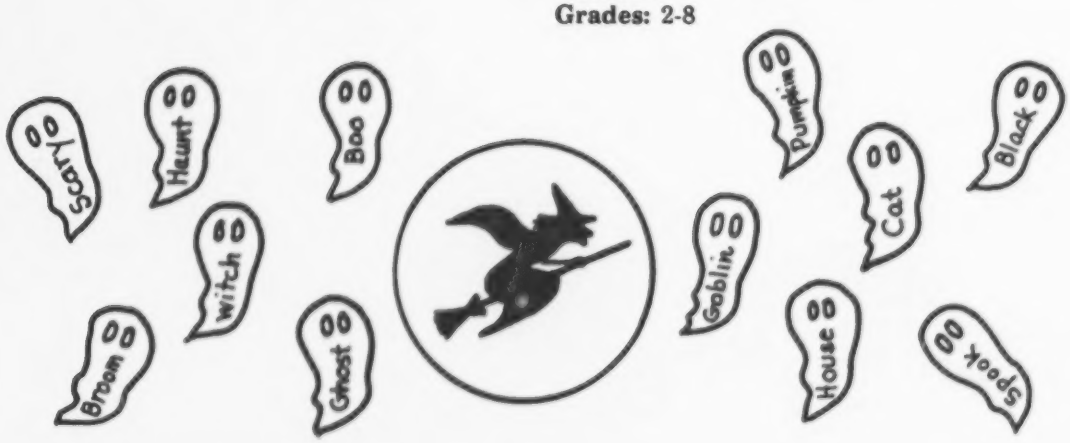
Taxi Stand
Pedestrian Crossing
Do Not Touch
Employment Office
For Sale
For Rent
Next Window
Tickets
Bank
Cafeteria
Do Not Litter
Coin Return
Lost and Found
Deep Water
Pay Here
Use Crosswalk
One Way
No Vacancy
Enter Here
Use Other Exit
Men Working
Yield
Railroad Crossing

ladies
exit
men
women
danger
entrance
stop
caution
in
open
out
poison
gasoline
shelter
emergency
dentist
public
curb
traffic
job
yield
vehicle
employee
interview

fragile
quiet
off
girls
fire
office
hot
help
found
enter
cold
lost
hospital
inflammable
doctor
Go
highway
maximum
license
intersection
fire engine
personal
employment
dangerous

walk
Police
closed
information
private
flammable
elevator
up
gentlemen
down
pull
push
boys
wait
telephone
ambulance
signal
pedestrian
speed
right-of-way
parking
passenger
employer
wages

Skill Category: Vocabulary
Skill Numbers: R02007 R03005 R04005 R05005 R06005
Objective: to recognize appropriate special vocabulary and use it in context
Method of Presentation: BULLETIN BOARD
Grades: 2-8



ACTIVITY: WORD WITCH HUNT

INTRODUCE: Discuss the Halloween holiday with the students. Mention that we have special vocabulary words that are associated with most of our holidays and that there are a number of such special vocabulary words connected to Halloween.

INTERACT: Use a semantic mapping "brainstorming" activity with the students, asking them to think of words that they associate with Halloween. Record student responses on the blackboard. Use semantic categories to help students strengthen their knowledge of these words; possible categories could include: People/Animals (witch, ghost, black cat, bat); Things to Do (haunt, trick-or-treat, scare); Words that Describe (black, scary, spooky). Select 15-20 of the words suggested by the students and the teacher as the Halloween words. Write one Halloween word on each ghost outline. Pin the ghosts to the WORD WITCH HUNT bulletin board. While putting the ghosts on the display, give further discussion to any Halloween words which were not strongly familiar to the students.

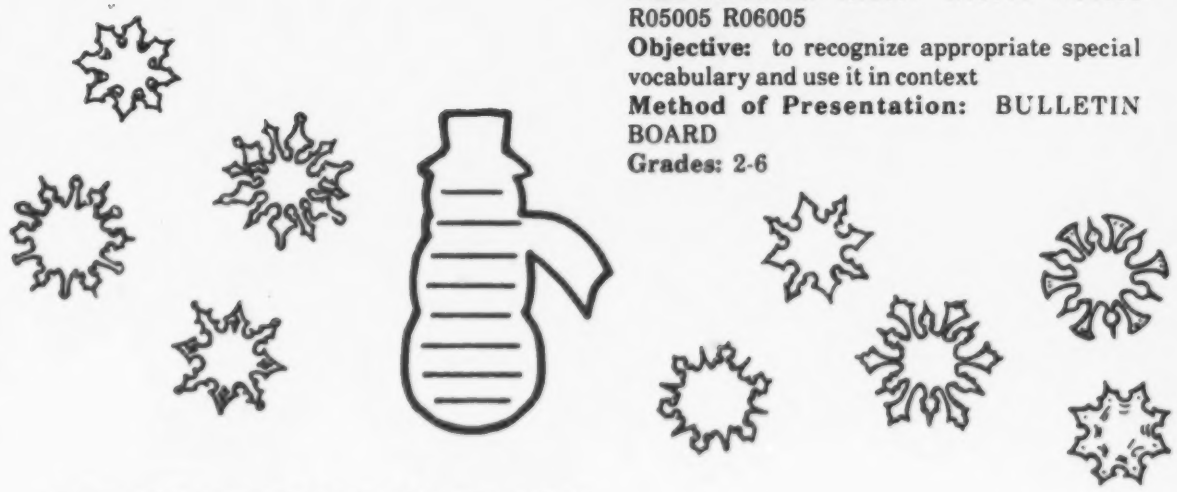
APPLY: Have the students write a Halloween story using the words on the bulletin board. This may be done as an individual, pair or group assignment.

EXPAND: Exchange the Halloween stories that have been written among the students. Each student will read the story that has been given and then draw a picture showing the main idea. Display the pictures and stories in the classroom.

DIRECTIONS: 1. Put up orange background paper on the bulletin board. Using black construction paper, cut out the witch on a broom silhouette and the title words WORD WITCH HUNT. Using yellow paper, cut out a circle as the moon behind the witch. Pin the moon, witch and title on to the orange bulletin board as shown above.

2. Using white construction paper or tagboard, trace and cut out 15-20 ghost outlines. Using a black marker, draw eyes on the ghosts. After the brainstorming session with the students, write one of their Halloween words on each ghost.

SOURCE: LaVonne Bailey, Knob Elementary, Mercer Co., WV



Skill Category: Vocabulary
Skill Numbers: R02007 R03005 R04005 R05005 R06005
Objective: to recognize appropriate special vocabulary and use it in context
Method of Presentation: BULLETIN BOARD
Grades: 2-6

ACTIVITY: SNOWFLAKES AND SNOWMEN

INTRODUCE: Discuss the winter season with the students and special vocabulary words associated with the season.

INTERACT: Use a semantic mapping "brainstorming" activity with the students, asking them to think of words that they associate with winter. Record student responses on the blackboard. Use semantic categories to help students strengthen their knowledge of these words; possible categories could include: Weather Words (snow, sleet, temperature, blizzard); Things to Do (ice skate, skiing, sledding); Words that Describe (subzero, icy, chilly). Select 15-20 of the words suggested by the students and the teacher as the winter vocabulary words and write each word on a snowflake outline. Make a SNOWFLAKES AND SNOWMEN bulletin board. While putting up the display, give further discussion to any winter words which were not strongly familiar to the students.

APPLY: Students are given a copy of a snowman outline with a predetermined number of blank lines. Students, individually or in pairs, compose a winter story using as many snowflake words as possible. When students use a snowflake word correctly in context, they record that word on a blank line on their snowman. Students are encouraged to fill all the lines on their snowman with snowflake words. A bonus prize can be given all students who can use EVERY snowflake word (e.g., a free reading period, an extra turn at the computer).

EXPAND: Write poems to describe winter; use as many snowflake words as possible. Write an "exaggerated chilly" story (It was so cold that...).

DIRECTIONS:
1. Cover the bulletin board with blue background paper. Using white or silvery paper, trace and cut out the title, SNOWFLAKES AND SNOWMEN. Pin the title to the bulletin board.
2. Using white paper, cut out variously shaped snowflakes. Make at least 15-20 snowflakes. After the vocabulary brainstorming activity, write one of the students' words on each snowflake and pin them to the bulletin board.
3. On a ditto master, draw the outline of a large snowman. (The snowman can be alone or as part of a winter scene.) Draw a predetermined number of blank lines on the snowman (e.g., 8 lines indicates that the student is expected to use 8 winter vocabulary words in the story). Make one copy of the snowman for each participant in this activity.
4. Have dictionaries available for the students to use in writing their stories.

SOURCE: Janet Emerson, Phelps Elementary, Casey Co., KY

December

October

May

Skill Category: Vocabulary
Skill Numbers: R02004 R03005 R04005 R05005 R06005
Objective: to use context to supply an appropriate word in a reading passage
Method of Presentation: ACTIVITY
Grades: 2-6

ACTIVITY: SEASONAL CHARACTERS

INTRODUCE: Use an overhead projector; introduce the chosen vocabulary words. (The instructor can have a "Vocabulary Words of the Month" activity and introduce new words each month.) Make sure to use the words in sentences and discuss or give examples as necessary to help students gain ownership of these words.

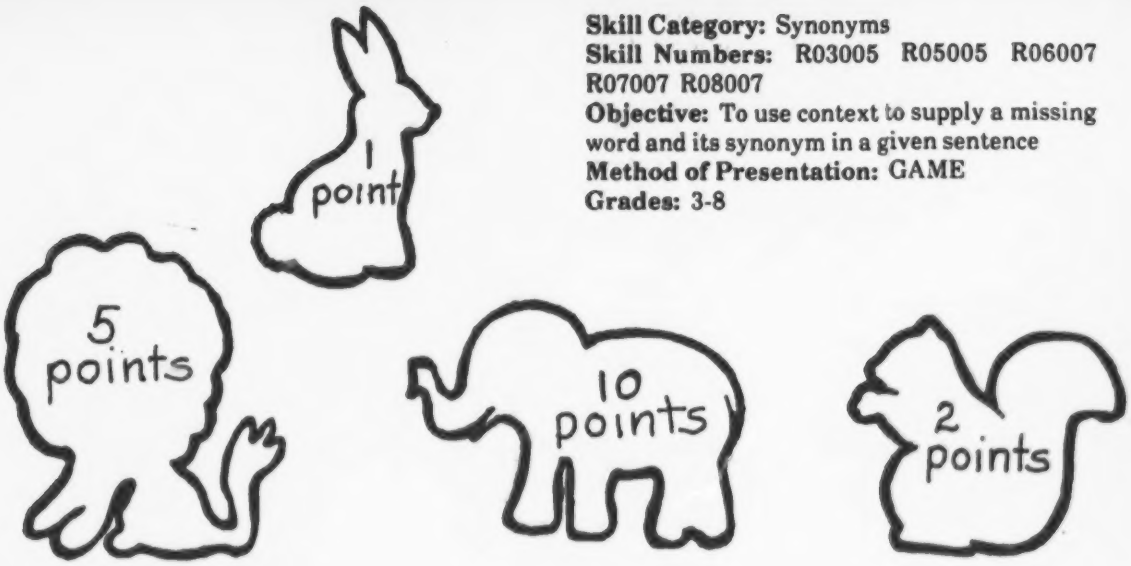
INTERACT: Write each of the chosen vocabulary words on a seasonal shape. Have students alphabetize the words and then put the word cards on a metal shower curtain ring. The instructor can direct a "Mystery Word" activity as students do this (e.g., "The first word I'm looking for means 'to walk slowly'. Who can tell me that word and use it in a sentence?"). Students practice reading and defining these words as a homework assignment; a "Helpful Hints" memo can be sent home for parents' use in assisting their children with this practice.

APPLY: Students bring their word ring to class each day. They are encouraged to use these words in the writing activities done in the Chapter 1 room. Every time they use one of the vocabulary words in a sentence or story, they draw a box around that word and show the instructor. The instructor checks that the word has been spelled and used correctly; if the word has been used appropriately, the student is given a stick-on star for that word card. Students who get 5 stars on every word card in a given set earn a special prize, such as choosing the story to be read aloud to the class or free time at the listening center hearing a self-chosen read-along book.

EXPAND: Students use the vocabulary words in a language experience story (or in a written retelling of the basal reader story).

DIRECTIONS:
1. Choose an appropriate shape as the seasonal character to be used for each set of vocabulary words. Make enough copies of this shape so each student has a set of vocabulary cards. (Hint: Sturdy paper, such as construction paper or tagboard, work well.)
2. Cut out the seasonal shapes for use as vocabulary cards. Laminate these cards and, using a hole puncher, punch a hole in the top of each card.
3. The instructor may write a vocabulary word on each card (or have the students write the word on a card as each word is discussed). Students keep these word cards on a metal shower curtain ring. (These are "12 for $1.19", making them less expensive that the 30 cents snap rings from school/office supply stores.)
4. Have a supply of stick-on or lick/stamp stars to use in monitoring student usage of these words in writing activities.

SOURCE: Barbara Rollins, Central Elementary, Mason Co., WV



Skill Category: Synonyms
Skill Numbers: R03005 R05005 R06007 R07007 R08007
Objective: To use context to supply a missing word and its synonym in a given sentence
Method of Presentation: GAME
Grades: 3-8

ACTIVITY: SYNONYM SAFARI

INTRODUCE: Explain and discuss synonyms, using many examples. Use of semantic mapping activities is encouraged. Make certain that a sentence is used to illustrate each synonym and demonstrate frequently that synonyms can often be used interchangeably.

INTERACT: Students are formed into two teams who alternate turns to play. Spread animal synonym cards on a table placed between the teams. The teacher displays and reads a sentence strip to one team whose members collaborate to see if they can find an appropriate synonym card for any word in the sentence. The sentence is reread (substituting the synonym for the selected word) to check if the meaning of the sentence is maintained. If correct, the team has "bagged" an animal and the appropriate number of points (indicated by the type of animal) is scored for that team. The opposing team is then given a turn.

APPLY: Students working in pairs or small groups use appropriate vocabulary words to write "missing word sentences". These sentences are exchanged; the pairs/teams complete the exercises by matching each vocabulary word to the correct sentence. The students must also provide a synonym for each vocabulary word which can be substituted in the sentence.

EXPAND: The teacher reads a sentence, omitting a word. One team supplies a word to correctly complete the sentence. The opposing team has the opportunity to provide a synonym to the other team's answer. Correct answers score 2 points each.

DIRECTIONS:
1. From tagboard cut animal shaped cards such as: 5 rabbits, 5 squirrels, 4 lions and 2 elephants.
2. Indicate the easier and harder words on the list of 16 appropriate vocabulary. Write the 10 easier words on the rabbit and squirrel shapes and the 6 harder words on the lions and elephants.
3. Write sentence strips (on paper at least 4"x18") using the 16 vocabulary words. The difficulty of the sentences can be varied by using more than one vocabulary word in a single sentence and using a vocabulary word in multiple sentences.
4. Points are scored for correct answers according to the following criteria: rabbits = 1 point; squirrel = 2 points; lions = 5 points; elephants = 10 points. The team with the most points wins the game.

SOURCE: Pamela Wohlford, Martin Elementary, Floyd Co., KY

Skill Category: Vocabulary
Skill Numbers: R03009 R04012
Objective: to recognize synonyms and/or antonyms for specific vocabulary used in context
Method of Presentation: GAME
Grades: 3-6

BINGO

Statement	Transplant	Voyage	Self-confidence	Awkward
Disgraceful	Uncertain	Habit	Tender	Down hearted
Dungeon	Unexpected	Press	Transport	Fantastic
Shortage	Unimportant	Recount	Uncomfort-able	Liberty
Roam	Drowsy	Section	Aid	Mystery

ACTIVITY: WORD MEANING BINGO

INTRODUCE: The instructor presents a list of appropriate vocabulary words to the students and asks them to circle each word which they are able to both read and on which they can write a short definition or sentence.

INTERACT: Do a semantic mapping activity; record the students' responses to what they know about the words. Focus on the specific meaning of the vocabulary words by providing additional information to the students' responses as needed. Model use of the dictionary to look up and interpret the meaning of a word; encourage students to use dictionaries in this portion of the activity. If appropriate, discuss synonyms and antonyms for each word.

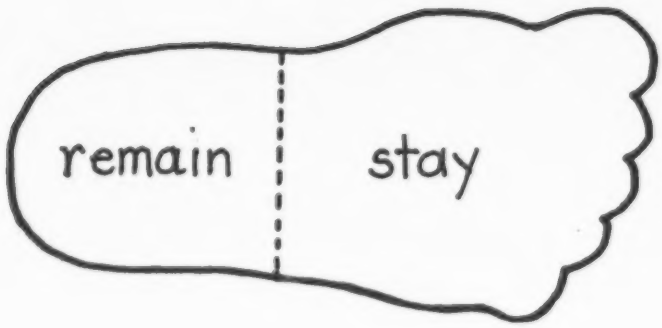
APPLY: Each student has a BINGO card on which 25 vocabulary words have been written (24 words if the center is a FREE spot). The instructor uses a vocabulary word in a sentence, gives a definition and example, or states an antonym or synonym for the word; students look for that word on their BINGO cards. If a student locates the word on his/her card and can correctly use the word in a sentence (oral or written), the word may be covered. The first student to cover 5 words in a row (any direction) is the winner of a reading related prize.

EXPAND: The words are used for weekly spelling lessons and/or in writing creative stories.

DIRECTIONS:
1. Select a list of 25-40 appropriate reading vocabulary words for the students to learn.
2. Make up blank BINGO cards. Suggestion: Put 2 BINGO outlines on a single page, duplicate on sturdy paper and cut each page in half to make 2 BINGO cards, each 8 1/2"x5 1/2". Make at least one BINGO card per student.
3. Write a vocabulary word in each space on the BINGO cards. This can be done before or after laminating the cards. (Laminating before writing the words makes the cards reuseable.) Make every card different by placing the words in random order.
4. Have a supply of "space covers" for playing BINGO. A variety of objects will work, including dried lima beans, paper circles and plastic circles.

SOURCES: Syble Pettry and Opal Miller, Mt. View Elementary, Raleigh Co., WV

Skill Category: Vocabulary
Skill Numbers: R03009 R04012
Objective: to recognize synonyms and/or antonyms for specific vocabulary used in context
Method of Presentation: GAME
Grades: 3-6



ACTIVITY: BIG FOOT

INTRODUCE: Use the overhead to explain synonyms. Brainstorm with the students for multiple examples of synonyms.

INTERACT: Place the BIG FOOT pieces face down. Taking turns, each student turns over one toe and one heel; if they match, the student uses them in a sentence (or 2 sentences) and takes the two matching pieces and continues to play. If they do not match, the 2 pieces are turned face down and the next player takes a turn. The game is over when all the feet are matched. The player(s) with the most BIG FOOT pairs wins a reading prize (e.g., a free reading period, choosing a story to be read aloud to the group).

APPLY: Students select 3 BIG FOOT pairs and write sentences to illustrate the synonyms. For example:

Tom had such **LARGE** feet he had to buy **BIG** shoes.
Please **REMAIN** in your seats or you will have to **STAY** in during recess.

EXPAND: Use the synonyms in a creative story. Adapt the activity to practice antonyms, homonyms, cause-effect and/or fact-opinion.

DIRECTIONS:
1. Make a list of 12 synonym pairs appropriate for the students.
2. Trace and cut out 12 BIG FOOT patterns, using construction paper or tagboard. Write one of the words on the top half; write its synonym on the bottom half. Cut each BIG FOOT in half on the dotted line.
3. Laminate all pieces and store in a manila envelope. Write the game directions on the outside of the envelope.

SOURCE: Ava D. Mitchell, Arnoldsburg Elementary, Callahan Co., WV

Skill Category: Vocabulary
Skill Numbers: R03009 R04012
Objective: to recognize homonyms, synonyms and/or antonyms for specific vocabulary used in context
Method of Presentation: GAME
Grades: 3-6

ACTIVITY: SPLIT SPIRITS

INTRODUCE: Review the concept of homonyms with students. Ask students to brainstorm pairs of homonyms. List these on the blackboard and clarify the differences in spelling and meaning despite sounding the same.

INTERACT: Students work in pairs or small groups to play this game. The SPLIT SPIRITS are placed face up and students take turns matching them. A player must say each of the words correctly in a sentence in order to gain a point for the match. The student(s) with the most points wins.

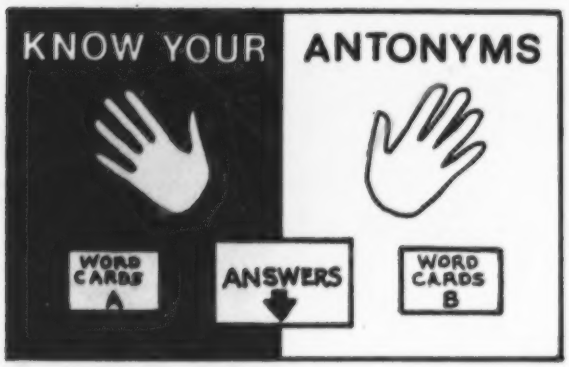
APPLY: Students are given 3 - 5 pairs of SPLIT SPIRITS. They write a sentence showing the different meanings of each word in the homonym pair.

EXPAND: Use homonyms in oral and written spelling activities. For example, the instructor says "The word is 'sea', as in the sentence, "The southern coast of Spain is on the Mediterranean SEA." Spell the word sea."

DIRECTIONS:
1. Make a list of 15 homonym pairs appropriate for the students.
2. Using white tagboard, cut out 15 ghost outlines. Print one homonym on the top half of each ghost; print its homonym pair on the bottom half. Cut each ghost in half, making sure the angle of the cut is different for each ghost pair.
3. Laminate and store in a manila envelope. Write the directions for the game on the outside of the envelope.

SOURCE: Connie P. Cantley, Comfort Grade, Boone Co., WV

Skill Category: Vocabulary
Skill Numbers: R03009 R04012
Objective: to recognize homonyms and/or antonyms for specific vocabulary used in context
Method of Presentation: GAME
Grades: 3-6



ACTIVITY: HANDS-ON ANTONYMS/HOMONYMS

INTRODUCE: Review the concept of antonyms. Ask students to generate examples of words and corresponding antonyms. The instructor may provide stimuli words for this activity.

INTERACT: Explain the procedures of the learning center; students work in pairs or small groups at this activity. Students take word cards from each pocket and match up antonym pairs. Pairs of opposite words are hung on hooks under each hand.

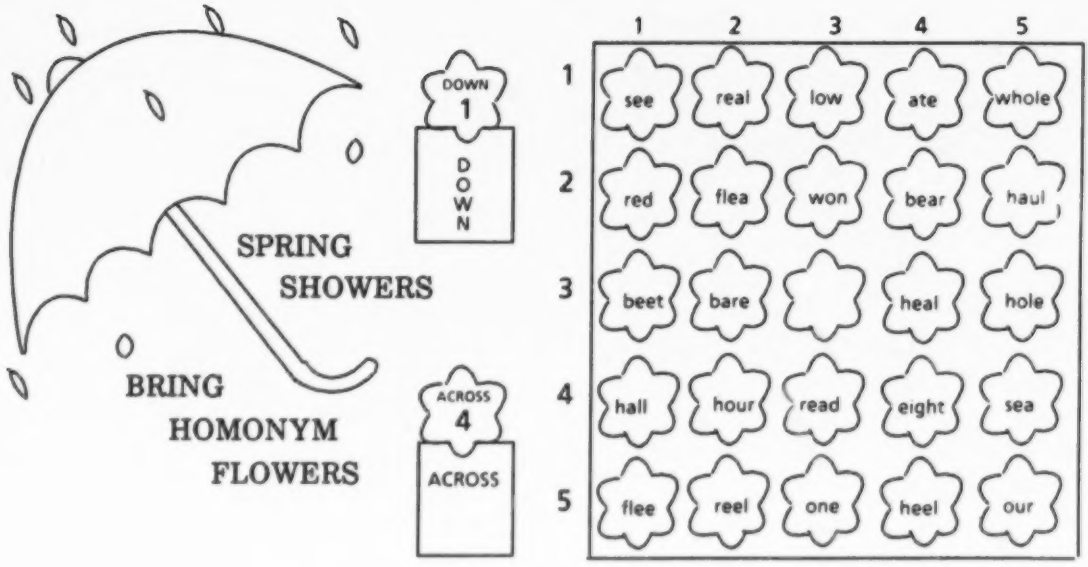
APPLY: Still working in pairs or small groups, students write a sentence whose meaning can be reversed by substituting the antonym. One such sentence is written for each antonym pair.

EXPAND: Students read an appropriate passage and circle 10 words for which they can substitute an antonym. Discuss the choices students made and how those changes affected the original meaning of the passage.

DIRECTIONS:
1. Cover one-half of the bulletin board in black background paper; cover the other half in white background paper. Border the bulletin board in an accent color. Using the accent color construction paper, trace and cut out title letters KNOW YOUR ANTONYMS.
2. Trace a left hand and a right hand; enlarge these patterns and cut one hand out of white construction paper and one out of black construction paper. Put the white hand on the black background paper; put the black hand on the white background paper.
3. Center a picture hook beneath each hand. Under each hook put a card pocket; label one as "Word Cards A" and the other as "Word Cards B".
4. Using 3x5 cards, write one of the antonyms on a card; write it's opposite on another card. Code one card "A" and the other card "B". Using a hole puncher, punch a hole in the top center of each card. Put the cards in the correct pocket ("A" or "B").
5. Make an answer key, preferably using a code (such as the correct match for a antonym pair could be card A-4 = card B-6), so students can self-correct their work. Put the answer key in a file folder at the learning center for student use.

SOURCE: Anita Jablonski, A.I. Boreman Elementary, Tyler Co., WV

Skill Category: Vocabulary
Skill Numbers: R03005 R04005 R05005 R06007
Objective: to recognize homonyms for specific vocabulary used in context
Method of Presentation: LEARNING CENTER
Grades: 3-6



ACTIVITY: FLOWER PICKING TIME

INTRODUCE: Discuss homonym pairs with students. Make generous use of examples to emphasize the spelling and meaning of each word to clearly demonstrate that the words sound the same, but are spelled differently and have different meanings.

INTERACT: Present specific homonym pairs to the students. Brainstorm about each word to come up with a sentence which clearly and correctly uses each word. Repeat this activity over several class sessions until 24 homonyms have been taught.

APPLY: Students choose a card from either the ACROSS pocket or the DOWN pocket on the learning center board. The card will specify a row and number, such as "4 Across". The number refers to the sequence of words in that particular row. For "Across", students write a sentence for each word in that row; for "Down", students write a sentence using the homonym of each word on that row.

EXPAND: Students work in pairs to write a creative story using as many of the homonym pair words as possible. Each homonym word that is used is circled and its homonym pair written beside it.

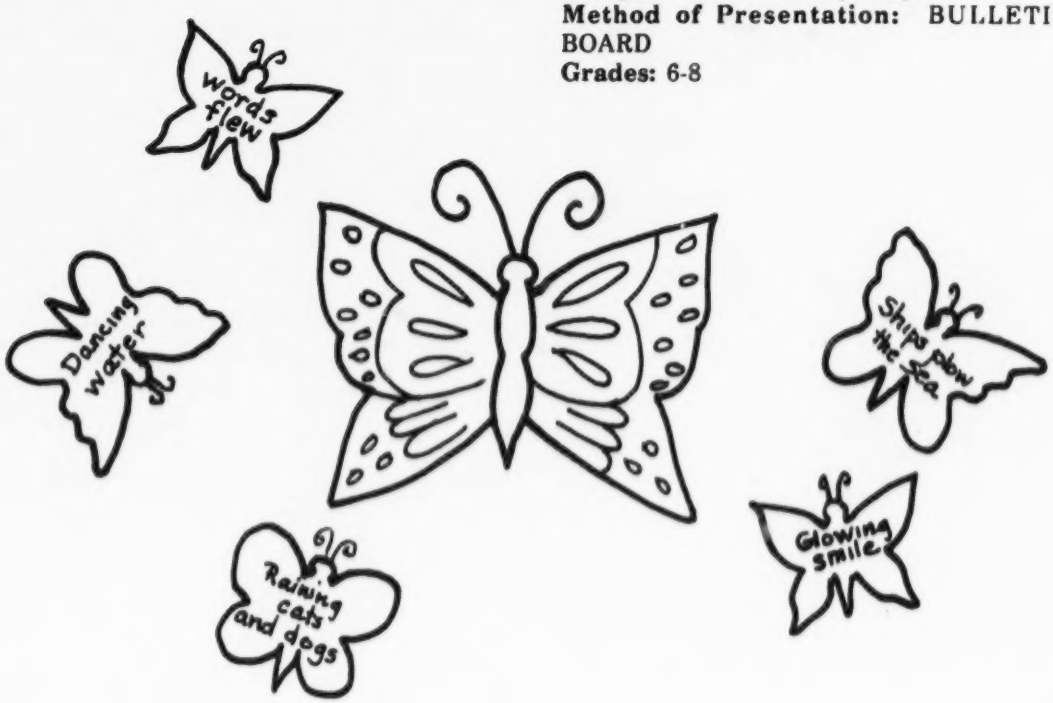
DIRECTIONS: 1. Cover the bulletin board with blue paper. Make the umbrella out of colored construction paper or tagboard. Trace letters, cut out and put up the title SPRING SHOWERS BRING HOMONYM FLOWERS.

2. Trace and cut out of yellow construction paper 35 flower shapes. On 24 of these flowers write a word which has a homonym pair; on 10 flowers write a number 1-5 and the word Across or Down (e.g., 4 Across; 3 Down).

3. Place the 24 word flowers on a grid similar to the illustration. Place the number flowers in consecutive order 1-5 across the top and outer left margin of the grid.
4. Make 2 pockets beside the grid. Label one pocket "Across"; label the other pocket "Down". Place the 6 "Across" number flowers in the "Across" pocket; place the 6 "Down" number flowers in the "Down" pocket.

SOURCE: Connie Cantley, Comfort Elementary,Boone Co.,WV

Skill Category: Vocabulary
Skill Number: R07019
Objective: to identify the meaning of a metaphor from a written passage
Method of Presentation: BULLETIN BOARD
Grades: 6-8



ACTIVITY: METAPHOR MAGIC

INTRODUCE: Using an overhead, explain the concept of metaphors to students. Illustrate with simple examples.

INTERACT: Working in pairs, students read the butterfly phrases on the bulletin board. They decide if the phrase or sentence contains a metaphor. The metaphor butterflies are arranged in random order on the bulletin board.

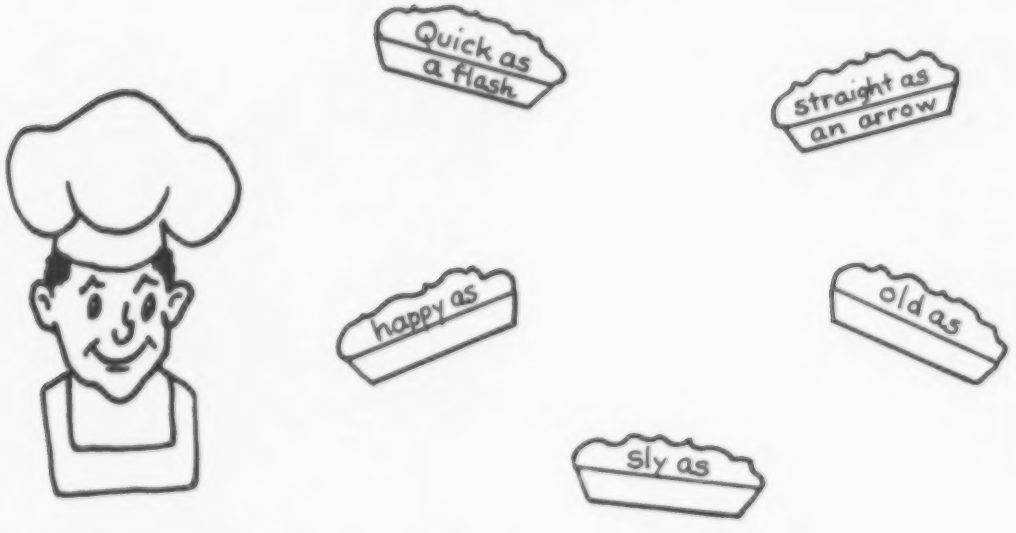
APPLY: Students will read an appropriate passage and identify metaphors found in that passage. Poems also work well for this activity.

EXPAND: Students write these metaphors on butterfly shapes which are then posted on the bulletin board. This activity can be adapted to teach similes.

DIRECTIONS:
1. Cover the bulletin board with pastel colored background paper. Using lavender or purple construction paper, trace and cut out the title letters METAPHOR MAGIC. Design, draw, color and cut out a large butterfly; use a variety of colors for this design.
2. Trace and cut out of various colors of construction paper 10-15 smaller butterfly outlines. On these butterfly outlines write phrases/sentences which contain metaphors.
3. Arrange the small butterfly outlines in random order on the bulletin board.
4. Make extra butterfly outlines for students to use in the "Expand" section of this idea.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

Skill Category: Vocabulary
Skill Number: R07019
Objective: to identify the meaning of a simile from a written passage
Method of Presentation: BULLETIN BOARD
Grades: 5-8



ACTIVITY: SIMPLE SIMON'S SIMILE PIE SHOP

INTRODUCE: Explain similes to students. Use simple examples to stress how easy it is to identify similies. Ask students to generate examples of their own.

INTERACT: Students, working in pairs or individually, are given simile stems. They read the stems and add words to complete the similes that make sense. Then they will write complete sentences which include these similes.

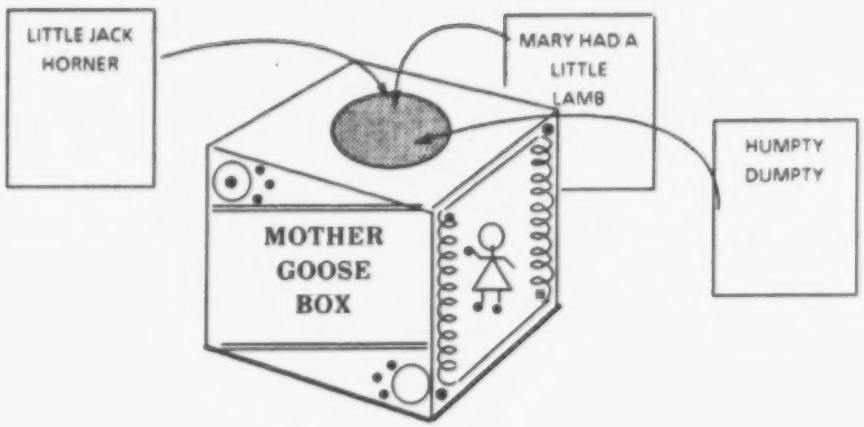
APPLY: Using appropriate literature, students identify similes found in poems and passages; make a list of the similes found; and choose the best 3 similes from this list to write on pie shapes for the bulletin board.

EXPAND: Students work in pairs to brainstorm to make up original similes; each pair chooses the best 3 original similes to write on pie shapes for the bulletin board. This idea can be adapted to teach metaphors.

DIRECTIONS:
1. Use colored paper to cover the bulletin board. Trace letters on contrasting construction paper; cut out and put up the title SIMPLE SIMON'S SIMILE PIE SHOP. Draw a baker's head, color, cut out and put on the left side of the bulletin board.
2. Trace, color and cut out 10-15 pie shapes. Write a sample simile on one or two of the pie shapes; write simile stems on the remaining pie shapes. Pin the completed similes under the title; pin the simile stems in random order.
3. Make blank pie shapes for students to complete in the "Apply" and "Expand" sections of this idea.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

Skill Category: Basic Plot and Details
Skill Number: R01001 R01002 R02001 R02002
Objective: to identify the basic plot of nursery rhymes
Method of Presentation: ACTIVITY
Grades: 1-2



ACTIVITY: MOTHER GOOSE BOX

INTRODUCE: The teacher should informally assess which familiar nursery rhymes the students know and which ones they need to learn. Encourage students to repeat nursery rhymes with the teacher. Discuss rhymes and help students identify the main idea of the examples used.

INTERACT: Explain to students that they will draw a slip of paper from the box; on that paper will be the title of a Mother Goose nursery rhyme. The student is either to repeat the nursery rhyme or to tell something about the rhyme. Students participate by alternating turns.

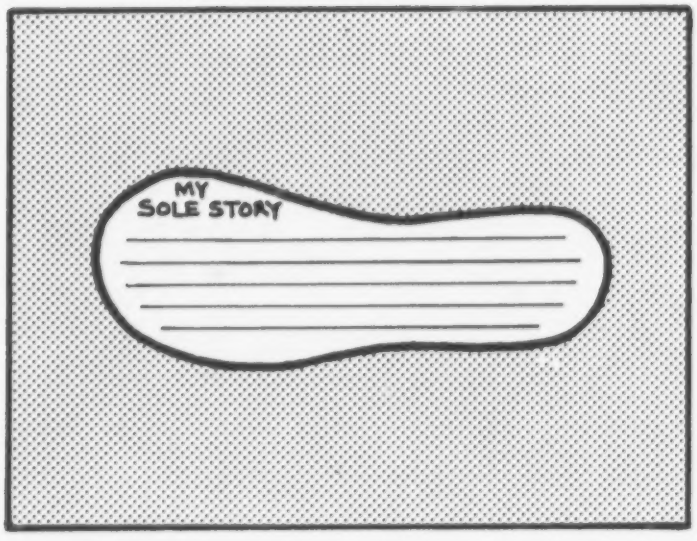
APPLY: Encourage students to retell the nursery rhyme in their own words and to identify the basic plot of the rhyme. If a rhyme is appropriate for a "total physical response" activity, have the children role-play or use simple actions to demonstrate the main actions in the rhyme.

EXPAND: Children's stories such as "Jack and the Beanstalk", "Little Red Riding Hood" and "Snow White" may be used instead of or along with the nursery rhymes. For older students, this skill may be used to develop a paragraph or short story from a given plot.

DIRECTIONS: 1. Decorate a box. On slips of sturdy paper, write the titles of the nursery rhymes (or stories) to be used in this activity.
2. Students participate by drawing a slip of paper from the box when it is their turn. They repeat, retell and/or act out the rhyme/story for their title.

SOURCE: Jean Brown, Davis Elementary, Braxton Co., WV

Skill Category: Basic Plot and Details
Skill Numbers: R06005 R07005 R08005
Objective: to recall the basic plot and important details from material read
Method of Presentation: ACTIVITY
Grades: 6-8



ACTIVITY: A SOLE STORY

INTRODUCE: Each student is given a piece of paper and instructed to remove a shoe, trace around it, cut it out and glue it to a piece of construction paper.

INTERACT: Discuss the idea of "perspective" -- that we see things differently depending upon who we are, where we are, where we have been and what our experiences have been. Have students share examples which can illustrate perspective; then focus the discussion on what can be seen from the point of view of a shoe's sole.

APPLY: Students will write a story from the perspective of a shoe's sole. Remind the students to include a plot line and enough details so the reader can follow the sole's perspective.

EXPAND: Students will read their stories orally. A bulletin board display can be made from the finished stories.

DIRECTIONS: For each student, have one sheet of paper (blank or with lines) for writing the story and one piece of construction paper (for background color). If the students are to write a short story (3-5 sentences), cut a shoe pattern out of the writing paper and glue it on the construction paper. Write the entire story on that sole. If students are to write a longer story, use the construction paper page as the title page and attach additional pages of theme paper on which the student's story is written.

SOURCE: Sharon Burton, Washington Jr. High, Wood Co., WV

Skill Category: Following Directions
Skill Numbers: R05004 R05013 R06006 R06016
Objective: to read and follow directions in order to make a product
Method of Presentation: ACTIVITY
Grade: 5-8

FROM THE CHAPTER 1 KITCHEN:

No Cook Fudge

2 (3 oz.) packages of cream cheese
1 t. vanilla
1 lb. confectioner's sugar, sifted
1 T. butter
4 (1 oz.) envelopes of liquid unsweetened chocolate
1 9" x 9" buttered pan

Put cream cheese in a bowl and warm to room temperature. When chese is softened, stir in half of the sifted confectioner's sugar. Add two chocolate packets and the vanilla. Stir well. Turn into a buttered 9" x 9" pan, spreading evenly. Cover with aluminum foil and refrigerate until it sets. Cut into squares.

ACTIVITY: NO-COOK FUDGE

INTRODUCE: Discuss the importance of reading and following directions. Tell the students that by reading and following directions they will be making a no-cook cream cheese fudge.

INTERACT: Discuss/demonstrate the ingredients, measuring terms, equipment needed, procedure, clean-up and who will bring the ingredients. Read the recipe together and then outline on the blackboard or a chart the steps the group will follow on "cooking day".

APPLY: Students bring in the ingredients and organize the activity. They then read the recipe and make the fudge. The following day they will eat the fudge.

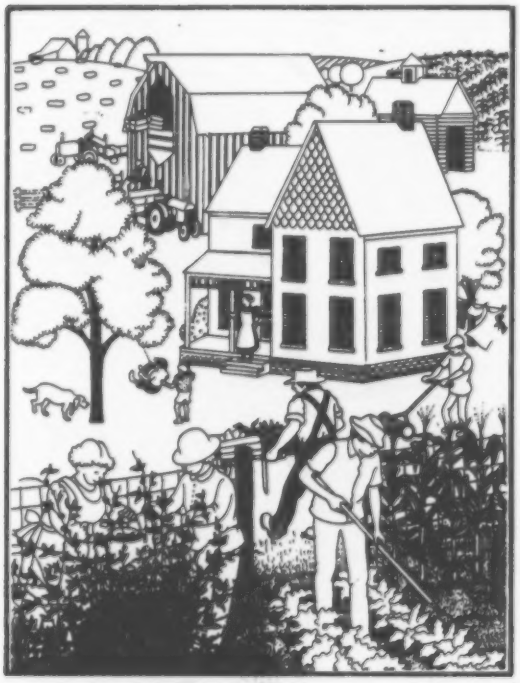
EXPAND: Students can make this and other simple recipes at home with a parent's assistance. Students can write a mini-cookbook of their favorite "kid's recipes".

DIRECTIONS: Using the ingredients listed below, follow the directions on the above recipe card.

2 (3 oz.) packages of cream cheese
1 t. vanilla
1 lb. confectioner's sugar, sifted
1 T. butter
4 (1 oz.) envelopes of liquid unsweetened chocolate
1 9"X9" buttered pan

SOURCE: Marilyn W. Hughes, Emma B. Ward Elementary, Anderson Co., KY

Skill Category: Basic Plot and Details
Skill Numbers: R06004 R07004 R08004
Objective: to identify details of a given picture and write a story using those details
Method of Presentation: ACTIVITY
Grades: 6-8



ACTIVITY: STORIES THROUGH PICTURE DETAIL

INTRODUCE: Choose an interesting picture which includes rich detail and is of interest to the students. Discuss what the picture is generally about and then focus on the details in the picture. Observe that all materials, written or pictures, are put together by many pieces to make a whole.

INTERACT: Allow students, individually or in pairs, to select a picture and identify 10 details about that picture. The 10 details should be written down in a list.

APPLY: The student(s) writes a sentence about each detail which tells a story about the picture, or write a paragraph using all of the listed details to tell a story about the picture.

EXPAND: Have students exchange completed assignments and try to identify the 10 details and match the story to the picture used as a stimulus. Try this activity with black and white pictures for interesting results.

DIRECTIONS:
1. Collect approximately 30 half-page to full-page pictures from magazines. Select pictures which would be of interest to your students and which have lots of involved details.
2. Glue each picture to construction paper. Laminate these pictures for durability.

SOURCE: Judy K.P. Kurtz, Mason County Middle, Mason Co., KY

Skill Category: Following Directions
Skill Numbers: R06006 R07006 R08006
Objective: to follow directions in written material
Method of Presentation: ACTIVITY
Grade: 5-8

ACTIVITY: FOLLOW DIRECTIONS

INTRODUCE: Discuss the importance of following directions correctly.

INTERACT: All students have a paragraph or short passage taken from a magazine. Any material of interest at an appropriate level will work. Give students 3 or 4 oral directions (similar to the samples below). Redo the activity, this time using written directions. Discuss and compare these two activities with the students.

APPLY: Use discarded magazines as a source of student passages for this activity. Use pages which are mostly print. Follow a set of written directions such as the sample below. Students do the work on the magazine page.

EXPAND: Each student writes an additional set of directions for a fellow classmate to follow.

DIRECTIONS: 1. The teacher collects discarded magazines of appropriate interest and difficulty for students.

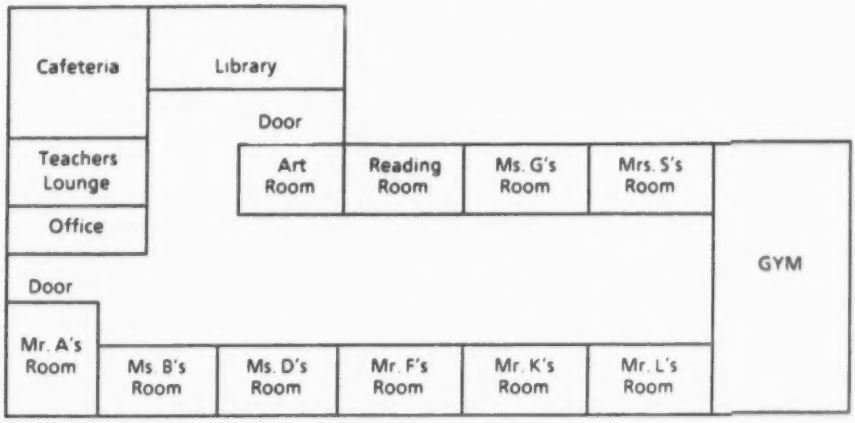
2. Compose a set of oral and written directions, such as:

   Select and circle 10 words that are adjectives.
   Underline 12 nouns.
   Read the fifth paragraph silently.
   Put a check at the beginning of the eighth line.
   Place a box around 6 verbs.
   Use a pencil to draw a line through the fourth line from the bottom of the page.
   Write your last name at the top of the paper.
   Mark an X on all question marks.
   Write your last name at the bottom of the paper and put your first initial after it.

3. If articles are laminated, they can be reused.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

Skill Category: Following Directions
Skill Numbers: R06006 R07006 R08006
Objective: to successfully follow a set of written directions and arrive at the directed goal
Method of Presentation: ACTIVITY
Grades: 6-8



INTRODUCE: Discuss with students that it is necessary to follow directions to be able to drive to a given destination. The students will "drive" in their imaginary cars to arrive at a secret location in the school building.

INTERACT: Students are each given a set of directions to a predetermined location in the school building. Students are instructed to read their directions independently and plan how they will follow what is stated; if they get lost, they are to return to the classroom. In order to "win" or score points, the students must correctly follow the directions, reach their location and return to the classroom within a specified time limit.

APPLY: Students go out as individuals to follow the directions they have been given. (Students can go when they have completed their assignments.) Upon their return to the classroom, students should have correctly completed the answers to all questions on the sheet.

EXPAND: Have students write a set of directions for a specific location in the school building. Students can exchange these directions and try to follow them to the correct locations. Students could also use "walkie-talkies" to allow the individual students to report progress in following the directions. Students can also locate answers to various questions about the school building (see #3 below).

DIRECTIONS: 1. Write several sets of directions to different locations in the school. (If all directions were to the same destination, students would follow each other rather than practice independently.)
2. Examples of directions include:

FOLLOWING DIRECTIONS

Start in the hallway, by the door outside the reading room. Do each direction, in order, one at a time. Never talk above a whisper!

1. Walk outside the reading classroom. Turn left. Walk to the third door on the left. Write down that room number. Room #(23)
2. Continue walking past Mr. Johnson's room. The next door on the right is (the teachers' lounge).

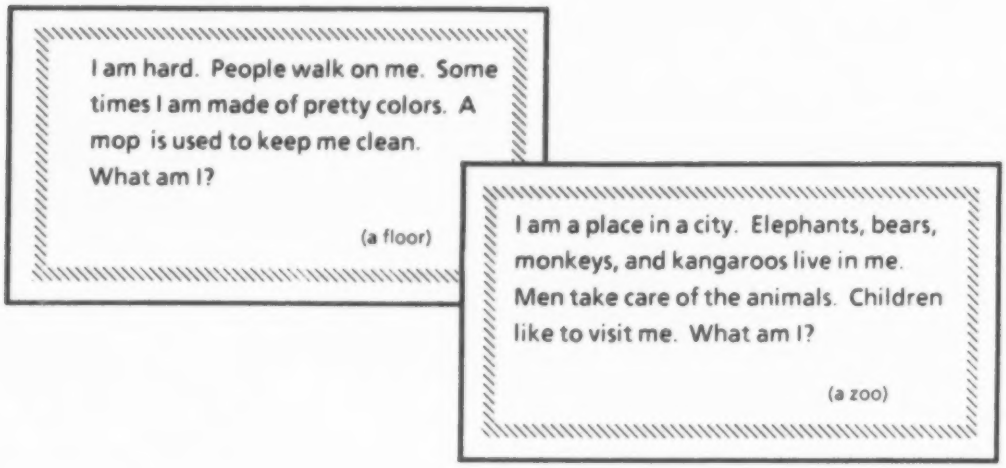
3. Turn right at the next corner. Walk past two classrooms on the right. You are now across from **(the library)**.
4. Walk past the next three classrooms. Write down the room number and teacher's name of the third classroom. Room Number: **(37)**
   Teacher's Name: **(Miss Jones)**
5. Turn left at the corner beside this room. Walk past the next door on the left. You are now across from **(the principal's office)**.

3. As an "Expand"activity, ask students to answer various questions about the school building.

1. What is the number of the reading room?
2. List five different objects that are attached to the walls outside the library.
3. How many classrooms open onto Hall 3?
4. Go to the main entrance of the building. How many bulletin boards are in the front entrance hall?
5. What room is to the left of the Speech Lab?
6. Give COMPLETE directions for getting off the school bus and coming to the music room.

SOURCE: Judy K.P. Kurtz, Mason County Middle, Mason Co., KY

Skill Category: Using Context, Predicting Outcomes
Skill Numbers: R02004 R02006 R03005 R03008 R04005 R04013
Objective: to develop the habit of reading carefully so that thoughtful conclusions can be made
Method of Presentation: GAME
Grades: 2-5


I am hard. People walk on me. Some times I am made of pretty colors. A mop is used to keep me clean. What am I?
(a floor)
I am a place in a city. Elephants, bears, monkeys, and kangaroos live in me. Men take care of the animals. Children like to visit me. What am I?
(a zoo)

ACTIVITY: GUESS WHAT?

INTRODUCE: Talk about how we can use details from our reading to help us guess what will happen next in the reading or to know the answer to a question.

INTERACT: Orally read some riddles with the students. When they guess the correct answer, discuss what clues were used to obtain the answer. Explain the game to the students; they may play as individuals, pairs or small groups. In turn, a student draws a riddle card and has one chance to give the correct answer. If an incorrect answer is given, other students may volunteer to give the answer. The student answering correctly scores one point; the student with the most points wins the game.

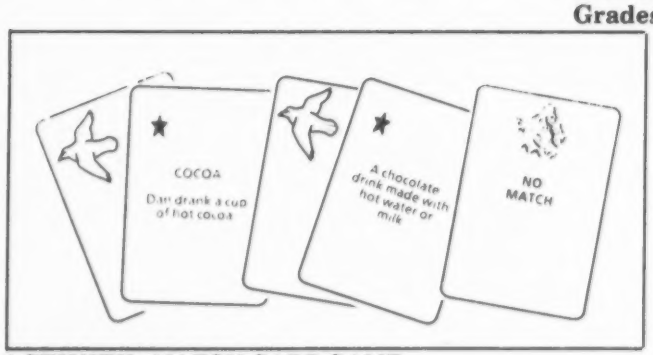
APPLY: Students play the game under teacher observation. Provide guidance to help students learn this concept as needed. Have students use the words in sentences to demonstrate their understanding of the vocabulary.

EXPAND: Encourage students to write their own riddles using a list of appropriate vocabulary words. If a child has spelling difficulty, the teacher should provide assistance. Students can trade riddles to practice solving each other's riddles.

DIRECTIONS:
1. Make a set of riddle cards (see the examples above). Have enough for each student to have 4-6 riddle cards.
2. Write a riddle using appropriate vocabulary on each card. The sentences should be specific enough to aid students in predicting the answer. Write the answer upside down on the back of each card for checking.

SOURCE: Jeannie Harrison, North Calloway Elementary, Calloway Co., KY

Skill Category: Using the Context
Skill Numbers: R02004 R03005 R04005 R05005 R06007
Objective: to determine the meaning of a word by using the context of the sentence or passage
Method of Presentation: GAME
Grades: 2-6



ACTIVITY: MATCH CARD GAME

INTRODUCE: Discuss with students the concept of using context to help figure out the meaning of a word or sentence. Stress that a reader is not expected to know every word in every story. Good readers will use the other words in the sentence or paragraph to help figure out what an unknown word or words might mean.

INTERACT: This game works best in small groups of students. The deck of cards are made up of card pairs (with a vocabulary word and good context sentence on one card and its definition written on another card) and a NO MATCH card. The game plays like Old Maid:

1. Cards are shuffled and dealt face down to the players.
2. Players look at their cards to see if they have any "matches" (vocabulary card + its meaning card). Any matches are laid in front of the player so everyone can see. The student must be able to use the word in another sentence or the match cannot be counted.
3. Play begins with the dealer choosing one card from the hand of the player to the right. The chosen card is checked for a match. If a match is found, it is laid down and the word is used in a sentence. If no match is found, play continues to the right.
4. The first player to match up all of their cards is the winner. The person left with the NO MATCH card can not win.

APPLY: Certain vocabulary from the students' basal reader or content textbook can be identified for this activity. As these words are encountered in reading assignments, students can apply context clues and the learning from this game to assure comprehension.

EXPAND: The students may write sentences or short stories using the vocabulary words from this activity. This activity can be adapted for use with compound words, contractions, and/or math skills.

DIRECTIONS:
1. Make a list of vocabulary words appropriate for the students.
2. Write each vocabulary word on a 3x5 or 4x6 index card. Under each vocabulary word, write a sentence which has a good context to the meaning of the word. Underline the word in this sentence. On a second card, write a simple definition of the vocabulary word.
3. Complete the deck of cards by making a NO MATCH card.
4. These vocabulary cards can be made to introduce the vocabulary of an upcoming basal reader or content text assignment.

SOURCE: Annette Henderson, Stanaford Elementary, Raleigh Co., WV

Skill Category: Use of Context Clues
Skill Numbers: R04005 R05005 R06007
Objective: to determine the correct meaning of a word by using context clues in the sentence
Method of Presentation: ACTIVITY
Grades: 4-6

Once upon a _____ a lonely king lived alone in a large _____. He had no friends because a fire-breathing _____ lived just outside the castle _____. No one was able to come and _____ him.

INTRODUCE: Discuss with students the concept of using context to help figure out the meaning of a word or sentence. Stress that a reader is not expected to know every word in every story. Good readers will use the other words in the sentence or paragraph to help figure out what an unknown word or words might mean. Tell students that today's activity is set up to encourage them to read past an unknown word (a blank in the story) and use the other words in the story to help figure out the unknown word.

INTERACT: Work one cloze story as a group activity. Have students read past the blanks to the end of the sentence and then suggest words which could reasonably complete the blank. If desired, use a list of vocabulary words from which to choose the answer.

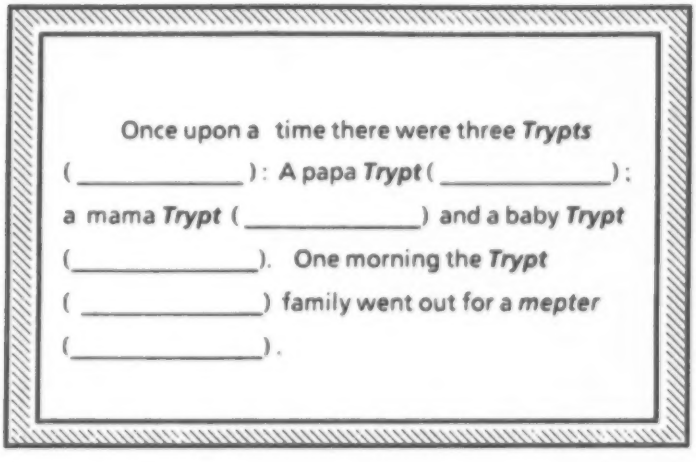
APPLY: Students can complete one or more cloze stories as paper-and-pencil activities to practice the concept. Encourage students to apply this technique when they encounter a word they don't know while they are reading.

EXPAND: Students can write their own cloze stories to be completed by other students. Initially, the teacher may wish to provide the vocabulary words to be used. Later, the students might be instructed to generate their own words. This activity can be used with upper grade students to study similes and metaphors in context.

DIRECTIONS:
1. The teacher writes a story using a cloze format. Words for omission are chosen based on sentence context or a predetermined set of vocabulary words.
2. Stories can be printed on the word processor/computer or typed on dittos. The Print Shop computer program can be used on Apple computers to print pictures that correspond to the story, or the teacher can draw illustrations on the ditto.
3. If the story is printed out by the computer, a thermofax ditto can be made of the original and copies duplicated for the students.

SOURCE: Marilyn W. Hughes, Emma B. Ward, Anderson Co., KY

Skill Category: Use of Context
Skill Numbers: R06007 R07007 R08007
Objective: to determine the meaning of a word by using the context of the passage
Method of Presentation: ACTIVITY
Grades: 6-8


Once upon a time there were three *Trypts*
(_____): A papa *Trypt* (_____):
a mama *Trypt* (_____) and a baby *Trypt*
(_____). One morning the *Trypt*
(_____) family went out for a *mepter*
(_____).

ACTIVITY: WORD MEANING VIA CONTEXT

INTRODUCE: Discuss the concept of using context clues with the students. Explain that we can use parts of a passage near an unknown word to help determine the meaning of that word.

INTERACT: Write several sentences on the blackboard, omitting the first noun in each sentence and substituting a blank line. Have students take turns filling in the blanks, pointing out the clues used to help determine the correct word.

APPLY: Give each student a copy of a familiar fairy tale which has been rewritten with blanks or nonsense words for the first noun in every sentence. Have students fill in correct (or reasonable) responses for each blank or write a sensible word beside the list of nonsense words at the bottom of the page.

EXPAND: Use a variety of familiar passages for this activity (e.g., nursery rhymes, popular songs). As students gain experience and skill with this activity, try more difficult passages or unfamiliar stories.

DIRECTIONS: 1. Choose a fairy tale or other story familiar to your students. Rewrite the story, omitting the first noun in each sentence. Substitute a blank or a nonsense word in its place.
2. If nonsense words are used, make a list of those words at the end of the story with a corresponding blank line for writing in a reasonable response.

SOURCE: Judy K.P. Kurtz, Mason County Middle, Mason Co., KY

Skill Category: Using Context
Skill Numbers: R06007 R07006 R08007
Objective: to use context to supply a missing word in a sentence and/or paragraph read silently by the student
Method of Presentation: ACTIVITY
Grades: 4-8

WORDS TO USE
alphabetical, dictionary, hazard

1. Because I am unfamiliar with the meaning of this word, I will look it up in the _____.
2. _____ lights indicated danger on the roads.
3. Arrange the encyclopedias on the shelf in _____ order from A to Z .

ACTIVITY: CONTEXT CLUES

INTRODUCE: Give examples of sentences containing context clues for word meanings.

INTERACT: Orally work through several examples of determining meaning from context; have students specify the clues used to determine meaning.

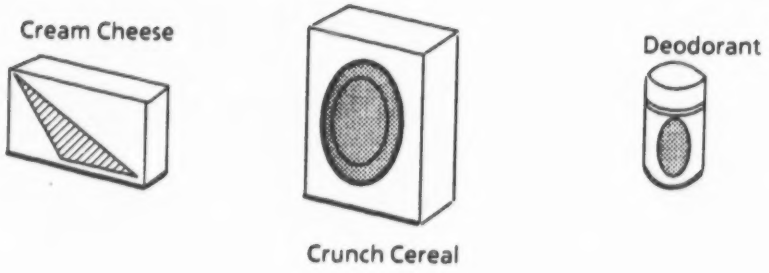
APPLY: As a written exercise, students complete a worksheet such as the sample above.

EXPAND: Students write original sentences or stories containing clues to the meanings of given words.

DIRECTIONS: The teacher writes a set of sentences or a story using a designated set of vocabulary words.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

Skill Category: Use of Context Clues
Skill Numbers: R06007 R07007 R08007
Objective: to recognize the multiple meanings of words used in context
Method of Presentation: ACTIVITY
Grades: 6-8



ACTIVITY: REBUS ADVENTURE

INTRODUCE: Construct a rebus sentence, using products from magazine ads as the picture clues. Use this as an illustration that some words in our language can have more that one use, depending upon context. Discuss other examples of vocabulary words which can have more than one meaning, depending upon usage.

INTERACT: Students are to look through discarded magazines for pictures of products/examples of words that can have multiple meanings. They will work with scissors, paper and glue as they cut out examples and glue them to paper in order to construct rebus sentences.

APPLY: Students will compose a rebus story using pictures as alternatives for certain words in the sentences. Students can exchange and read each other's sentences/stories.

EXPAND: Students write a story leaving blanks where the rebus pictures should be; the various rebus options are listed at the end of the story. Students read the story and choose the correct rebus symbol to complete each blank.

DIRECTIONS:
1. Collect discarded magazines and newspapers which can be cut up for this activity. An adequate supply of appropriate scissors and glue (or gluesticks) should also be collected, along with paper (blank or with lines).
2. Students cut out pictures of words with more than one meaning. Examples could include Coast (soap); Tide (detergent);and Secret (deodorant). The students then compose a story using the product as the alternate to the meaning of the word.
3. The rebus pictures may be glued to the paper (for a single activity) or kept in an envelope and used as a puzzle for other students (for a multiple use activity).
4. An example of a Rebus Adventure story:

   Rebus pictures: Charlie (perfume); Captain Crunch (cereal);Philadelphia (cream cheese); Sure (deodorant)

   Story: ---was the new member aboard ship. He would be our new cook. The commander of our ship, ----, told us the cook came from---, Pennsylvania. We weren't --- how good he could cook.

SOURCE: Kim Matthews, Mineral Wells Elementary, Wood Co., WV

Skill Category: Fact or Opinion
Skill Numbers: R04006 R05006 R06008
Objective: to provide practice in determining if a statement is fact or opinion
Method of Presentation: ACTIVITY
Grade: 3-6

Ms Opinion

The house is made of red bricks.

It probably will rain today.

A baseball is round.

Everyone likes candy.

Mr. Fact

ACTIVITY: MR. FACT -- MS. OPINION

INTRODUCE: Review fact and opinion with the students. Explain that a fact is something that can be proven and an opinion is a feeling or something someone thinks. Discuss, using examples, how to determine if a statement is a fact or opinion.

INTERACT: One student is chosen to be "Mr. Fact" and another student is chosen as "Ms. Opinion"; these students hold signs of these roles at the front of the room. (The "Mr." and "Ms." titles may be changed to fit the students involved). The other students are given a sentence strip, silently read that strip, and get in line with Mr. Fact or Ms. Opinion.

APPLY: After all students have a sentence strip and are in line, the sentence strips are read orally and the students explain why they feel it is a fact or opinion.

EXPAND: Each student uses a blank sentence strip and writes a fact or opinion statement. These strips are exchanged with a classmate to read and discuss the statements.

DIRECTIONS:
1. Make title signs for "Mr. Fact" and "Ms. Opinion", using the figures above. Use glue to attach the figures.
2. Using construction paper or posterboard, write sentence strips with fact and opinion statements; have at least one sentence strip for each student.
3. Use these sentence strips in this activity. Have blank sentence strip paper for all students to do the expansion activity above.

SOURCE: Jeannie Harrison, North Calloway Elementary, Calloway Co., KY

Skill Category: Fact and Opinion
Skill Numbers: R06008 R07008 R08008
Obective: to distinguish between fact and opinion
Method of Presentation: ACTIVITY
Grades: 5-8

ACTIVITY: FACT AND OPINION

INTRODUCE: Define and discuss fact and opinion, pointing out ways we distinguish between them.

INTERACT: Distribute stories and editorials cut from newspapers. Read these together or ask students to read them individually; ask students to identify facts and/or opinions in each story/editorial. Discuss how students determined facts as facts or opinions as opinions.

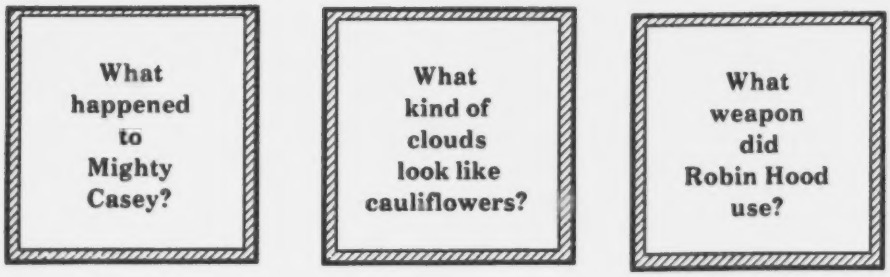
APPLY: Students read other stories/editorials and locate facts and opinions. If these stories/ editorials are laminated, students may use a red marker to underline facts and a green marker to circle opinions.

EXPAND: Use this same technique to discuss editorial cartoons.

DIRECTIONS: 1. The teacher collects newspaper stories and editorials, especially classic stories on events which will be included in the history books. These stories are cut out, pasted on construction paper and laminated.
2. Students use these laminated copies to complete the activity outlined above.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

Skill Category: Fact-Opinion
Skill Numbers: R06008 R07008 R08008
Objective: to retain facts gleaned from subject matter
Method of Presentation: GAME
Grades: 6-8



ACTIVITY: FUN WITH TRIVIA

INTRODUCE: Trivia mania has swept the country, so capitalize on the trend! Write questions for students on 3x5 cards. These questions can be chosen from content subject areas, general knowledge, animals, heroes or villians in books, sports, storybooks and fairytales, or similar categories. Explain the rules of the game to students.

INTERACT: Students play this game in groups of 2-4. Team members may collaborate to answer the questions. The category of a question is determined by a roll of a die (e.g., "1" = sports questions; "2" = general knowledge questions, etc.). The first team to score at least one correct answer in each of the question categories is the winner. Teams alternate asking and answering questions. If an answer is challenged, both teams are responsible for researching the correct answer to settle a dispute.

APPLY: Students look for "Fun with Trivia" information in text and trade books and share examples they find with classmates. Students research and write "Fun with Trivia" questions to generate new versions for the game.

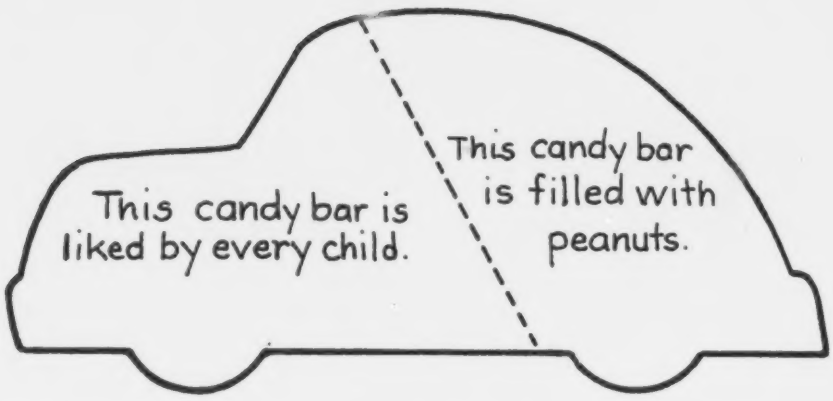
EXPAND: Add different categories to the game. Some possible categories include school trivia (no gossip!), personal geography (city, county, state and country), everyday facts (months in sequence, number of days in a year, number facts, etc.) and vocabulary words in context.

DIRECTIONS:
1. Have at least three 3x5 cards for each student. Write a trivia question appropriate for the students on each card according to six preselected categories. (See the "Introduce" and "Expand" sections for suggestions of categories.)
2. Have blank 3x5 cards for students to write additional trivia questions for use in the game.
3. Examples of trivia questions are:

   What is a sycamore?
   What is another name for a mule?
   What happened to Mighty Casey?
   What kind of clouds look like cauliflowers?
   What weapon did Robin Hood use?
   Without looking, how many legs are there on this reading table?

SOURCE: Donita J. Edgell, Sedalia-Center Point, Doddridge Co., WV

Skill Category: Fact or Opinion
Skill Numbers: R04006 R05006 R06008
Objective: to distinguish statements as being fact or opinion
Method of Presentation: ACTIVITY
Grades: 4-6



ACTIVITY: FACT-OPINION AUTOS

INTRODUCE: Discuss with students the concept of facts and opinions. Use examples from the students' reading materials.

INTERACT: Students read the sentence on one half of the auto card. Then, they find the matching half of the auto which completes the puzzle. The student identifies which sentence is the fact and which sentence is the opinion.

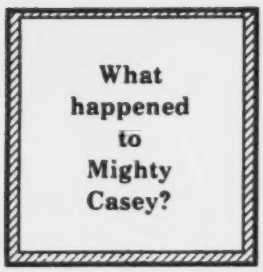
APPLY: Using an appropriate reading passage, have students read and identify 3 fact and/or 3 opinion statements.

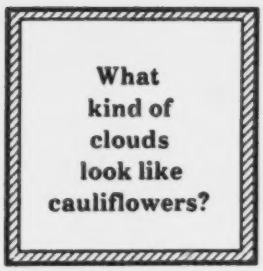
EXPAND: Students create sentences and stories using both facts and opinions. This activity can be adapted for use with synonyms, antonyms, homonyms and cause-and-effect.

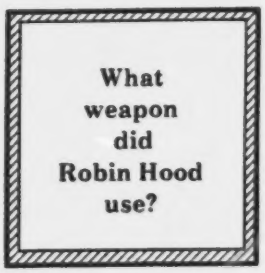
DIRECTIONS:
1. List pairs of fact statements and opinion statements which are appropriate for the students.
2. Using an auto pattern for this activity, trace and cut out of construction paper one auto shape for each fact-opinion pair.
3. Write the fact statement on one half of the auto and the opinion statement on the other half. (Mix up the way these facts are written. Sometimes place the fact on the left side and other times place the fact on the right side).
4. Cut each auto into two pieces. Use varying angles as you cut so all puzzles are different and each puzzle can be correctly matched only one way.

SOURCE: Nancy G. Wood, Southern Elementary, Pendleton Co., KY

Skill Category: Fact-Opinion
Skill Numbers: R06008 R07008 R08008
Objective: to retain facts gleaned from subject matter
Method of Presentation: GAME
Grades: 6-8







ACTIVITY: FUN WITH TRIVIA

INTRODUCE: Trivia mania has swept the country, so capitalize on the trend! Write questions for students on 3x5 cards. These questions can be chosen from content subject areas, general knowledge, animals, heroes or villians in books, sports, storybooks and fairytales, or similar categories. Explain the rules of the game to students.

INTERACT: Students play this game in groups of 2-4. Team members may collaborate to answer the questions. The category of a question is determined by a roll of a die (e.g., "1"= sports questions; "2"= general knowledge questions, etc.). The first team to score at least one correct answer in each of the question categories is the winner. Teams alternate asking and answering questions. If an answer is challenged, both teams are responsible for researching the correct answer to settle a dispute.

APPLY: Students look for "Fun with Trivia" information in text and trade books and share examples they find with classmates. Students research and write "Fun with Trivia" questions to generate new versions for the game.

EXPAND: Add different categories to the game. Some possible categories include school trivia (no gossip!), personal geography (city, county, state and country), everyday facts (months in sequence, number of days in a year, number facts, etc.) and vocabulary words in context.

DIRECTIONS:
1. Have at least three 3x5 cards for each student. Write a trivia question appropriate for the students on each card according to six preselected categories. (See the "Introduce" and "Expand" sections for suggestions of categories.)
2. Have blank 3x5 cards for students to write additional trivia questions for use in the game.
3. Examples of trivia questions are:

   What is a sycamore?
   What is another name for a mule?
   What happened to Mighty Casey?
   What kind of clouds look like cauliflowers?
   What weapon did Robin Hood use?
   Without looking, how many legs are there on this reading table?

SOURCE: Donita J. Edgell, Sedalia-Center Point, Doddridge Co., WV

Skill Category: Main Ideas and Details
Skill Numbers: R04001 R05001
Objective: to write descriptive words to expand the meaning of a base sentence
Method of Presentation: ACTIVITY
Grades: 4-5

ACTIVITY: SENTENCE EXPANSION

INTRODUCE: Discuss with students that we can ask certain questions (i.e., who, what, when, where, why) to understand the full meaning of a sentence.

INTERACT: As a group activity, work a sentence expansion example. The teacher writes the example on the blackboard; students may also record the example.

1. *Base Sentence: The dog ran away.*
2. *Add a descriptor: The brown dog ran away.*
3. *Add another descriptor: The dark brown dog ran away.*
4. *Tell "how": The dark brown dog ran away quickly.*
5. *Tell "why": The dark brown dog ran away quickly because a man chased him.*
6. *Tell "where": The dark brown dog ran away quickly because a man chased him out of the garden.*

Additional examples may be developed using a variety of cues to expand the base sentences.

APPLY: In an individual paper-and-pencil activity, students will expand given base sentences by following the cues specified on the lefthand side of the paper.

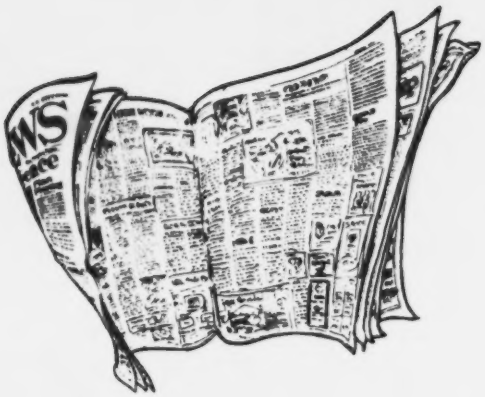
EXPAND: Students are given a list of double-spaced sentences that are of appropriate difficulty. Students will circle all descriptor words and underline any words which answer a "W" question; the "W" word is written above the underlined words. Use sentences from a story the students have read as the base sentences for the students' expanded sentences.

DIRECTIONS: 1. Write several base sentences appropriate for the students. Write sentence expansion directions involving 3-7 steps such as:

1. add a descriptor; tell "how"; 2. tell "who"; 3. add a descriptor; 4. tell "when"; 5. tell "where"; 6. tell "who";	1. tell "when"; 2. tell "where"; 3. add a descriptor; 4. add a descriptor; 5. tell "when";	1. tell "what"; 2. add a descriptor; 3. tell "why"; 4. add a descriptor;

2. Provide writing paper for the students.

SOURCE: Linda Lantz, West Milford Elementary, Harrison Co., WV



Skill Category: Explicit Main Idea; Following Directions
Skill Numbers: R04001 R05001 R06001 R04004 R05005 R06006
Objective: to locate specific information in written material
Method of Presentation: ACTIVITY
Grades: 4-6

ACTIVITY: NEWSPAPER SEARCH

INTRODUCE: Using a local newspaper (or certain sections from the newspaper), demonstrate to students that there is a wide variety of information we can find in the newspaper. Illustrate how headlines and the newspaper page guide can be used to help "zero in" on specific information.

INTERACT: Students work in small groups. Each group is given a newspaper and a list of information they are to find in the newspaper. Each group is given a large sheet of paper to use as the answer sheet. Information to answer each question is cut out and pasted on the answer sheet. The first group to find everything is the winner.

APPLY: As an individual activity, the student will read a newspaper article and locate specific information to answer questions. This activity may be expanded to use a page or section of the newspaper instead of a single article.

EXPAND: Questions can be geared to practice a particular skill or strategy (such as a vocabulary in context activity).

DIRECTIONS: 1. Review the newspaper edition being used to come up with a list of appropriate questions or directions for the students.

2. Questions should be written to require reading to obtain specific information (important details) and/or the main ideas of articles. An occasional "fun" question or direction can be included. Examples of questions/directions which can be used include:

   - *What was the high temperature in Louisville?*
   - *Give the headline for an article with a dateline from Asia.*
   - *Locate an article and/or picture about an animal.*
   - *Give the title of a movie that will start between 8 pm and 9 pm; list the TV channel showing that movie.*
   - *Name a vehicle other than a car advertised in this newspaper; give the price of this vehicle.*
   - *List three comments made by the President in the newspaper articles today.*

3. For each group participating in this activity, have one large piece of blank paper, a pair of scissors and glue. This will be the answer sheet for each group.

SOURCES: Bonnie McClung, Frank Mace, Dianna Wood, Piedmont, Kanawha Co., WV

Skill Category: Main Idea
Skill Numbers: R04001-2 R05001-2 R06001-2
Objective: to identify the explicit or implicit main idea of a paragraph
Method of Presentation: ACTIVITY
Grades: 4-6

TELEGRAM

CHAMPIONSHIP GAME STOP SYRACUSE AHEAD BY ONE POINT STOP FOUR SECONDS LEFT STOP INDIANA SHOOTS BASKET STOP WINS GAME STOP

ACTIVITY: TELEGRAMS

INTRODUCE: Show the students one or more examples of a telegram. Discuss the brevity of telegram messages and special details (such as use of the word "stop").

INTERACT: As a group, students read a paragraph or short passage and compose a telegram which will summarize the main idea (and, possibly, important details) in 15 words or less. Refine and clarify the telegram to the satisfaction of the teacher and students. If needed, repeat this modeling activity.

APPLY: Students are given one or more paragraphs or passages to read, and then to write the main idea on a telegram form in 15 words or less. Explain to students they have been allocated $1.50 for each telegram. Words cost 10 cents each. There will be inadequate funds to pay for more than 15 words. Longer telegrams must be rewritten within the word/money limit. The paragraphs or passages may be exchanged among students to allow students to write more than one telegram.

EXPAND: Students can be given the main idea or topic and asked to list the supporting facts or details to generate the main idea sentence. Practice can be focused on explicit main idea one time, implicit main idea another, and a combination of explicit and implicit main ideas during another lesson. This activity can be part of a learning center with paragraphs and telegram forms in a folder or manila envelope.

DIRECTIONS:
1. The teacher selects paragraphs and reading passages which are appropriate for the students and the activity (e.g., a clearly identifiable explicit or implicit main idea).
2. Make blank copies of a telegram form. Have several for each student.
3. If desired, this can be organized as a folder activity or learning center activity. For example, have the reading pasages on laminated cards in one pocket of a folder. Place blank telegram forms in the other pocket folder.

SOURCE: Judy Chandler, Bramwell Elementary, Mercer Co., WV

Skill Category: Main Ideas and Details: Verify Facts
Skill Numbers: R04001 R05001 R06001 R06002 R05011 R06013
Objective: to locate specific information in written material and identify the main idea of the passage
Method of Presentation: ACTIVITY
Grades: 4-6

ACTIVITY: MYSTERY DETECTIVE

INTRODUCE: Tell the students they will be playing detective and must read to solve each mystery question. Discuss the things a reading detective might do to help "solve" a mystery.

INTERACT: The teacher and students read a paragraph/passage together. Then, the teacher asks the mystery question. The students generate an answer to the question and "prove" the answer by locating the specific information in the passage and underlining the pertinent words. This practice can be repeated, as necessary.

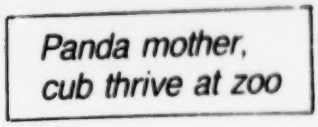
APPLY: Students are assigned reading paragraphs or passages and several questions about the main idea or important details in the reading. Reading sections can be taken from the students' science and social studies textbooks. Students underline their "proof" in the reading passage and number these proofs to correspond to the question the student is answering.

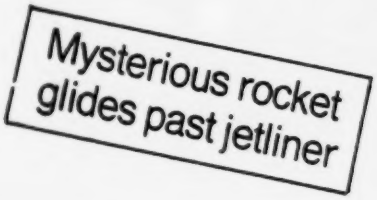
EXPAND: The written questions could address implicit main idea and detail questions; students mark the information which helped them draw the correct conclusion. This activity can be used at a variety of grade levels by adapting the story and question difficulty. If using actual textbooks, rather than copies of the material, have students write the page and paragraph where the answer was found rather than underlining in the textbooks.

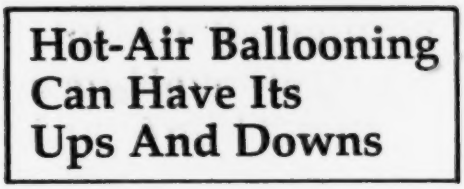
DIRECTIONS:
1. The teacher selects appropriate reading passages for the students. Duplicate copies of the reading passages to be used. (Note the adaptation suggested for using textbooks in the "Expand" section of this idea).
2. For each reading passage, make up a list of main idea and important detail questions. Duplicate copies of these questions.

SOURCE: Laura Krupa, Ritchie Co., WV

Skill Category: Main Idea and Details
Skill Numbers: R04001 R05001 R06001-4 R07001-4 R08001-4
Objective: to skim for imformation and to find the main idea and important details of material read
Method of Presentation: ACTIVITY
Grades: 4-8







ACTIVITY: HEADLINES OR TITLES

INTRODUCE: Review the concept of main idea with students. Discuss how titles or headlines may give the main idea of an article. Use examples to illustrate the point.

INTERACT: Students may work individually or in pairs on this activity. Distribute envelopes containing three newspaper articles and headline choices. Students read the newspaper articles and correctly match the headline to each article. Discussion is encouraged as students select the important details and main idea for each article to identify the correct headline.

APPLY: Students are given pre-selected newspaper articles with the headlines cut off. Students read the article and underline the important details and identify the main idea of the article. Each student then writes a headline for the article read.

EXPAND: The activity may be adapted as a game by awarding points to the first pair of students correctly matching their 3 articles and headlines. Points may be given in decreasing numbers according to the order in which the students complete the task. The team with the most total points wins. Students can also design the print size and type for the headlines they create. The finished headlines and the corresponding article can be used on a bulletin board display.

DIRECTIONS:
1. The teacher chooses and cuts out newspaper articles appropriate for the students. Have at least 3 articles for each pair of students.
2. Put 3 articles and their separate headlines in the same letter-size envelope. (The difficulty of the task is somewhat dependent upon which articles are put together. For example, articles about 3 basketball games would be more challenging than articles about 3 different topics).
3. Each student or pair of students receives one or more envelopes; they read the articles and match the correct headlines. The teacher checks the students' work before awarding points.

SOURCE: Deborah Bennett, Jefferson Elementary, Hancock Co., WV

Skill Category: Main Idea and Details
Skill Numbers: R06001-4 R07001-4 R08001-4
Objective: to demonstrate comprehension of material read and to write descriptive, persuasive and/or exclamatory statements, using the main idea
Method of Presentation: ACTIVITY
Grades: 6-8

ACTIVITY: LET'S GO TO THE MOVIES

INTRODUCE: Bring in large movie ads from the current newspaper. If movie posters are available from local theatres, display them. Look at the information presented in these ads.

INTERACT: Discuss the brief and excitable nature of the information presented in a movie ad. Identify the 5 elements of each movie ad (title, stars' names, rating, descriptive "blurb" and artwork). Discuss how these elements can be applied in describing books or reading passages.

APPLY: Students design a movie ad to describe a reading passage or book as directed in the handout described below. Their ad is to attract others to want to read the book/passage being described.

EXPAND: Using the movie ads/posters as lesson motivators, have students write a paragraph describing what they think one or more of those movies will be about.

DIRECTIONS: 1. Collect examples of appropriate newspaper movie ads and posters to use as lesson motivators with the students.
2. Duplicate the following handout sheet for each student:

LET'S GO TO THE MOVIES!

In the space below, design an ad for a movie. This movie is to be based on a book or reading passage you have read. You must have the following five things in your ad:

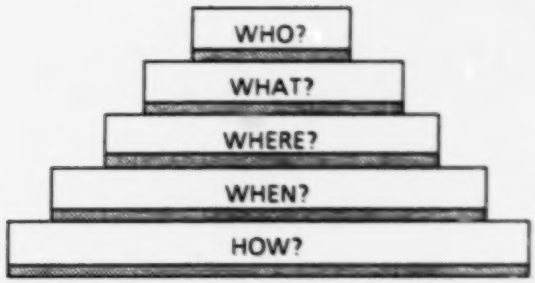
a. The title (this can be the real title of the book/passage or one you make up).
b. One, two or three stars' names who will play the main character roles in this movie.
c. A rating (G= general/everyone; PG= parental guidance; or PG-13= some swearing and violence).
d. A brief description (several words or a sentence that gets the attention of the reader and tells about the movie).
e. Artwork/illustration that shows a scene from the movie.

3. Provide materials to help students with their illustration, such as markers, cut out magazine pictures and tape or gluestick.

SOURCE: Anne Roberts, Bridge Street Jr. High, Co., WV

107

Skill Category: Important Details
Skill Numbers: R02001 R02002 R02004 R03002 R03005 R04001 R04005 R05001 R05005
Objective: to learn key questions to use in understanding material read
Method of Presentation: ACTIVITY
Grades: 2-5



ACTIVITY: WORD PYRAMID

INTRODUCE: List 4 W's and an H on the blackboard. Tell students these initials can be used to help remember 5 clues to help us understand what we read. With group discussion, complete the words Who, What, Where, When and How as the clue words. Identify variations of these clue words that can also help us understand what is read (e.g., did what? which one?)

INTEREST: Demonstrate the word pyramid for constructing a sentence. Practice several examples as a group exercise, with students taking turns or volunteering additions to the sentence. Stress that the sentence must be reasonable and make sense.

APPLY: Students develop individual pyramids, using stimuli words provided by the teacher. These words can come from reading vocabulary lists, content text vocabulary, and/or various parts of speech (e.g., noun, adjective, verb, adverb). Again, the emphasis is on sensible sentences.

EXPAND: Using sentences from books, students identify the word pyramid parts and construct a word pyramid "in reverse". Students can also write sentences in the traditional form and identify the sentence portion corresponding to the clue words. Students may exchange these sentences to construct word pyramids in reverse.

DIRECTIONS: 1. Write a list of appropriate vocabulary words which the students can use for this activity.

2. An example of a word pyramid is:

What or Who?	*Horse*
Which one?	*The black horse*
Where?	*The black horse in the pasture*
Did what?	*The black horse in the pasture grazed*
How?	*The black horse in the pasture grazed peacefully*
When?	*The black horse in the pasture grazed peacefully during the day.*

3. Duplicate copies of a blank pyramid form (with the questions on the left hand side) for students to use in constructing individual pyramids.

SOURCES: Sara West and Joan Anthony, Cameron Elementary, Marshall Co., WV

Skill Category: Important Details
Skill Numbers: R04001 R05001 R05002 R06004
Objective: to locate the details stated in a newspaper article and to relate the information to the state of Kentucky
Method of Presentation: ACTIVITY
Grades: 4-6

ACTIVITY: KNOW YOUR STATE

INTRODUCE: Distribute a copy of the local newspaper to each student or group of students. Discuss that we read different materials for different purposes and that sometimes reading material contains many details and we have to focus on the specific information we need for our purpose(s).

INTERACT: Students identify articles of events or news stories happening in Kentucky. After finding the "who", "what", "when" and "where" in the article, the students may cut the article out of the newspaper.

APPLY: A bulletin board with a map of Kentucky in the center is used. Students arrange the cut-out newspaper articles around the map and use a piece of yarn to connect each article to its "where" (the location on the map identifying the place the event happened). Highlighter markers of different colors can be used to denote the other details in each article (e.g., blue highlighter = "who"; pink highlighter = "what"; yellow highlighter = "when"). Students write a one sentence statement to summarize the "who", "what", "when" and "where" for each article; these sentences can be written on a 3x5 or 4x6 index card.

EXPAND: Students exchange cards with the summarizing sentences and try to match each card with its original newspaper article. Students use other reading materials and identify the "who", "what", "when" and "where" in those materials.

DIRECTIONS:
1. Obtain a copy of the local newspaper for each student or group of students. These newspapers may be from different dates, but should be recent editions.
2. Cover a bulletin board with newspaper. In the center place a large map of Kentucky. It is desirable to laminate this map for durability.
3. (Optional) Cut out small outline maps of Kentucky in a contrasting color to the color of the large state map. These small outline maps can be attached to the yarn and newspaper articles.

SOURCE: Helen Harmon, Linden, Harrison Co., WV

Skill Category: Specific or Locating Details
Skill Numbers: R06002 R07002 R08002 R06004 R07004 R08004 R06013 R07013 R08013
Objective: to read to locate specific details in written material
Method of Presentation: ACTIVITY
Grades: 6-8

ACTIVITY: LET'S LOOK AT THE NEWSPAPER

INTRODUCE: Distribute a copy of the local newspaper to each student. Discuss that we read different materials for different purposes and that sometimes reading materials contain many details and we have to focus on the specific information we need for our purpose(s).

INTERACT: The teacher asks a question which students answer using the local newspaper. Students must cite the specific source of their answer. If desired, students, in turn, can pose a detail question for their classmates and teacher to answer using the newspaper.

APPLY: Give students a list of specific questions which can be answered using the newspaper. Students will search the newspaper to locate the answers to those questions.

EXPAND: Pair students and guide pairs into asking each other detail questions using newspapers to locate the answers.

DIRECTIONS: 1. Obtain one copy of the local newspaper for each student. Sometimes newspapers will give copies of yesterday's or last week's newspapers free for educational use.

2. Make up a list of detail questions which can be answered using the newspaper. Try to make the questions realistic - requiring information that has some application to "real daily life". Examples of questions include:

What could you buy on sale today at Tudberry's (name a local store)?
What is today's weather forecast?
If you had $40.00 to spend, what clothing advertised in today's paper could you buy?
Name two movies you could see today.
What happened in today's "Peanuts" comic strip?
Who is on top in the National Football League?

SOURCE: Anita Jablonski, A.I. Boreman, Tyler Co., WV

Skill Category: Predicting Outcomes
Skill Numbers: R04013 R05010 R06012 R07012 R08012
Objective: to predict a plausible outcome for written and visual material
Method of Presentation: ACTIVITY
Grades: 4-8

ACTIVITY: COMIC OUTCOMES

INTRODUCE: Discuss with students that by picking up information as we read a sentence or story, we can make predictions about what will happen next. Illustrate the point by using a comic strip which has been cut into separate sections. Read all sections but the last one. Have students predict what words could be used to complete the comic strip.

INTERACT: Students complete this activity individually or in small groups of 2-4. Given 3 comic strips each of which have the last segment removed, the student will read each comic strip and predict what might be said in the last missing segment.

APPLY: The students will read a story together. The teacher will stop the story at an appropriate point (e.g., just before the story's climax) and ask the students to predict the story outcome in writing.

EXPAND: Students share their predictions with the group. Then the class reads the story ending together. Predictions can also be made at frequent intervals throughout a story to illustrate that both large and small predications are possible. One adaptation of this activity includes giving students the last segment of the comic strip but with the "conversation bubbles" cut out; this way students see the "action" and provide the words to reasonably complete the cartoon.

DIRECTIONS:
1. The teacher should collect comic strips which would be appropriate and of interest to the students. These cartoons should have 4-8 segments; both regular newspaper comic strips and Sunday full-color comics will work.
2. Paste each comic strip onto construction paper; laminate each strip. Cut off the last segment of the comic strip.
3. The teacher should select one or more literature selections for students to use in the individual or group reading prediction sections of this activity.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

Skill Category: Predicting Outcomes
Skill Numbers: R05010 R06012 R07012 R08012
Objective: to use reading information to predict plausible outcomes
Method of Presentation: *ACTIVITY*
Grades: 5-8

ACTIVITY: NCAA BASKETBALL TOURNAMENT

INTRODUCE: Discuss with students how we use reading information to help us make predictions about what will happen. During the time of year that the NCAA basketball tournament will be played, collect newspaper articles about the teams involved. Often students will already be familiar with some of these teams. Explain that the class will have an ongoing project during the tournament to use information to predict outcomes, and newspaper articles will be used to verify if those predictions are correct.

INTERACT: Provide students with a blank tournament grid to use in showing how teams progress through the tournament. Students read the newspaper articles about the teams in the tournament before each round in the tournament is played and use that information to make predictions of the winners of each round. A class chart can keep track of tournament progress.

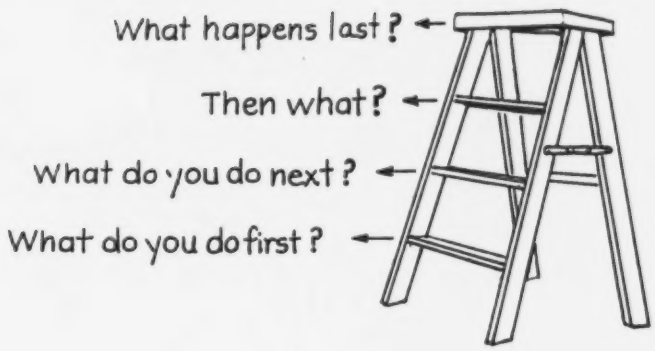
APPLY: After each round of games is completed, students read newspaper reports of the games to complete their chart (winner and score). The teacher awards points to students making correct predictions. The student making the most correct choices throughout the tournament wins a small prize. A bulletin board can be kept of this project to display the newspaper articles read by students. Students can use sentences from these articles to share information which was used to make the prediction and to verify the out-come.

EXPAND: Students can collect other information about the teams in the tournament (such as team nickname and mascot) and locate the city and state for each team on a map. Students can read for adequate information to make a prediction about why a school chose a particular nickname/mascot; this prediction can then be verified by additional reading and/or writing a letter to the school.

DIRECTIONS:
1. As basketball tournament season approaches, the teacher should begin to collect newspaper articles about the teams which will be playing. These articles should be cut out: laminate, if desired.
2. The first round chart of the NCAA teams and the blank grid for progressing to the championship will be published in the sports section of the newspaper. Make a copy of this chart/grid for each student. An enlarged copy of this chart/grid can be made for the class bulletin board.
3. As the games are played, continue collecting written information about the tournament. Students use this information to complete the activity above.
4. The teacher will maintain the score card recording the student's predictions and the points for correct answers.

SOURCE: Sara Call and Patty Brooks, Second Street Elementary, Frankfort Ind., Frankfort, KY

Skill Category: Sequence; Follow Directions
Skill Numbers R05013 R06015 R07017 R08019 R02003 R03004 R04004 R05004 R06006 R07006 R08006
Objective: to follow written directions and recognize the explicitly stated sequence in a written passage
Method of Presentation: LEARNING CENTER
Grades: 2-8



ACTIVITY: HOW DO YOU .....?

INTRODUCE: Discuss with students the importance of sequence to certain activities or directions. Brainstorm about "pros and cons" for correctly following sequence for specific events, using examples which are meaningful to the students.

INTERACT: Name a sequence-related event and have students generate the steps involved in the skill/activity. On the chalkboard, list the student's suggestions and number them in sequence.

APPLY: Each student selects a "How Do You..." packet, reads the sentence strips and places them in sequential order. The teacher checks each component as it is completed and records it on the student's record card.

EXPAND: Give students a set of simple directions which can be completed in the classroom. Students arrange these directions in sequence and perform the activity described. Older students may write a set of directions in order to perform a task. These directions are exchanged among students for discussion purposes (e.g., are they complete? what other information is needed?).

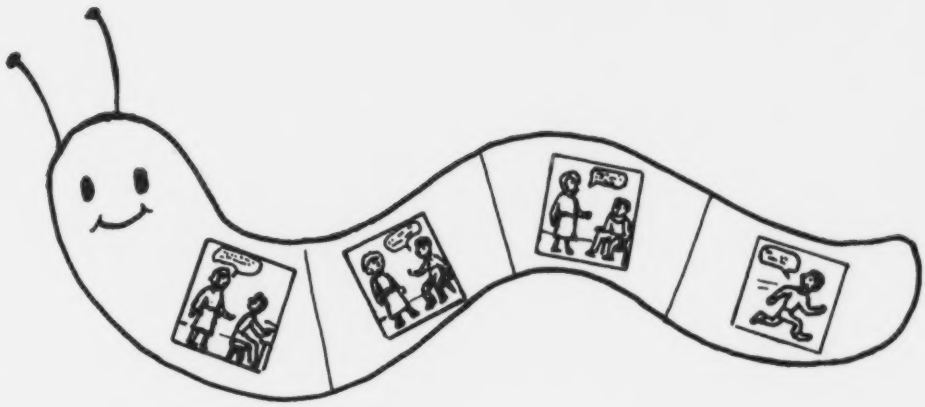
DIRECTIONS: 1. Using 2"x8" tagboard, prepare sets of 4 or 5 sentence strips that involve following directions to complete a task, such as these listed below.

How do you comb your hair?
How do you get ready for school?
How do you wrap a gift?
How do you ride your bike?

2. Prepare "How Do You..." student record sheets like the stepladder.
3. Store each set of sentence strips in a manila envelope or library pocket.

SOURCE: Pamela Wohlford, Martin Elementary, Floyd Co., KY

Skill Category: Sequence
Skill Numbers: R03006 R04010 R05013
Objective: to recognize the explicitly stated sequence of events from a written passage
Method of Presentation: GAME
Grades: 3-6



ACTIVITY: INCHWORM GAME

INTRODUCE: Talk with the students about the sequence of a familiar event, such as dressing in the morning (e.g., putting socks on before shoes) or the development of a baby in its first year (e.g., most babies crawl before they walk).

INTERACT: Students, working individually or in pairs, arrange the pieces of the inchworm game in the correct order to tell the story or cartoon.

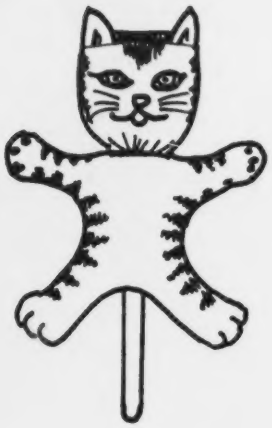
APPLY: Students verbally summarize the story using the pieces of the inchworm game as cues for the retelling. The students can logically explain why one event would necessarily precede other events in the story.

EXPAND: Collect examples which require proper sequence, such as following a recipe for making candy or putting together a model car step-by-step. Have students arrange these events in the correct order. A teacher-made sequence study packet can be made on which students can work.

DIRECTIONS:
1. On tagboard or construction paper, draw an inchworm.
2. Select a comic strip. Glue one or two frames of the comic strip on each piece of the inchworm in order. Cut the inchworm into irregular shapes.
3. Laminate all pieces. Store all game pieces in a manila envelope and write the following game directions on the back of the envelope:

Take game pieces out of the envelope.
Find the head of the inchworm and place it on the left-hand side of you. Now turn the other parts of the inchworm so that they are face up.
The head of the inchworm will tell you the name and first part of the cartoon.
Look over the pieces and place the part of the cartoon which should come next by the head of the inchworm.
The tail of the inchworm tells you which part of the cartoon comes last.
When you are finished, you should have made a complete inchworm.

SOURCE: Nancy G. Wood, Southern Elementary, Pendleton Co., KY



Skill Category: Sequence; Following Directions
Skill Numbers: R04004 R04010 R05004 R05013 R06006 R06015
Objective: to follow a set of written directions in correct sequence
Method of Presentation: ACTIVITY
Grades: 4-6

ACTIVITY: MAKING A PUPPET

INTRODUCE: Discuss with students why following directions in sequence is an important skill. Show examples of the puppets that can be created by following directions in sequence.

INTERACT: Give each student a copy of the directions for making a puppet. Ask questions about the order followed when making the puppet. Let students pose questions for each other on the process.

APPLY: Check students' understanding of the puppet project using the True-False Sentences and Number in Sequence worksheet included below. Students who demonstrate the puppet activity can then select the materials they need and follow the directions to make a puppet. When puppets are complete, mount them on the bulletin board along with a sheet of directions.

EXPAND: Students can plan, write and practice a puppet show to be seen by students in the lower grades. Each student names his/her puppet and writes a creative paragraph for the puppet to say as part of the puppet play. On the day of the show, the students become the puppeteers, manipulating the puppet as well as reading the paragraph for the puppet's voice.

DIRECTIONS:
1. The teacher assembles a variety of materials which can be used in the puppet activity. See the directions below for specific items. The teacher constructs 2 or 3 puppets as examples to show the students.
2. Duplicate copies of the directions for making the puppets.

MAKING A PUPPET

small paper bag, string or yarn, 12 inch stickbits of cloth or crumpled newspaper, paste or gluepaint, crayons or markers, scissors

DIRECTIONS

1. Stuff a small paper bag about half full with bits of cloth or crumpled newspaper.
2. Put a stick in the bag. Leave part of it sticking out for a handle.
3. Tie the bag tightly around the stick.
4. Use paint, crayons or markers to make a face on the puppet.
5. Paste on yarn or string for hair.
6. Make clothes or an animal's body and paste it on the stick.

115

3. Duplicate copies of the True-False Sentences and Number in Sequence worksheet.

TRUE-FALSE SENTENCES

Write **TRUE** if the sentence is true. Write **FALSE** if the sentence is false.

1. Make a face on the paper bag before you stuff it.
2. Stuff the bag before you tie it to a stick.
3. Make the face before the hair is pasted in place.
4. Paste on the clothes last.
5. Paste on the hair last.

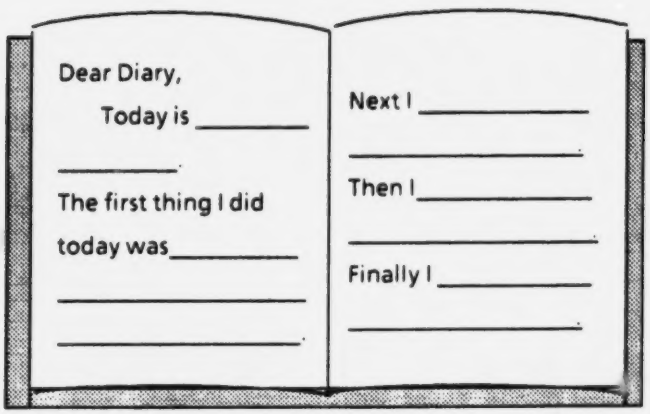
NUMBER IN SEQUENCE

Play with the puppet.
Make the face with crayons, paint or markers.
Stuff a small paper bag.
Tie the bag tightly around the stick.
Put a stick in the bag.
Paste on the clothes or animal body.

4. If desired, students could be asked to make puppets to illustrate a famous children's book or a story the group has read together.

SOURCE: Patricia McClintic, White Sulphur Springs, Greenbrier Co., WV

Skill Category: Sequence of Events
Skill Numbers: R06015 R07017 R08019
Objective: Identify the correct sequence of events in written material
Method of Presentation: ACTIVITY
Grades: 6-8



ACTIVITY: DIARY SEQUENCE

INTRODUCE: Using everyday examples, discuss with students the importance of events happening in sequential order.

INTERACT: Discuss the "Dear Diary" activity. As a group, students brainstorm examples to complete the Dear Diary form. Individually, students complete a Dear Diary form listing four activities in sequential order.

APPLY: Students cut their Dear Diary page into four parts (it may be desireable to trim off the cue words "first", "next", "then", and "finally"). The four parts are put in separate envelopes. The envelopes are exchanged among students and they put each other's Dear Diary pages in correct sequence.

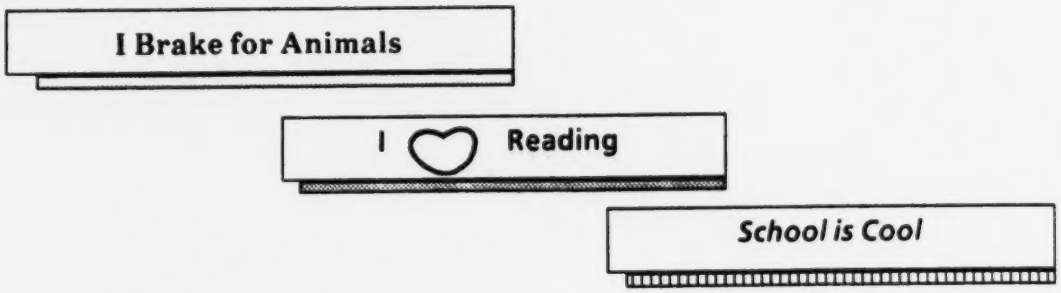
EXPAND: Distribute stories which have been cut into parts. Students can work individually or in small groups of 2-4 to arrange the story sections in sequential order.

DIRECTIONS: 1. Duplicate copies of the Dear Diary form. An example of such a form is shown above. Make certain students have room to write information on the form.
2. The teacher should select one or more reading passages/stories which can be cut into sections for the "Expand" portion of this activity. These story sections are placed in letter size envelopes. Extra envelopes, as well as pairs of scissors, will also be needed for the "Apply" portion of the activity.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

117

Skill Category: Summarizing Information
Skill Numbers: R03007 R04011 R05009 R06011 R07011 R08011
Objective: to briefly summarize a written passage
Method of Presentation: ACTIVITY
Grades: 1-8



ACTIVITY: BUMPER STICKERS

INTRODUCE: Share several bumper sticker messages which are appropriate and/or appealing to your students. Discuss how longer and more involved passages can be summarized in brief statements. Discuss the purposes of bumper stickers and characteristics of good bumper stickers. Allow students to tell about bumper stickers they have seen.

INTERACT: Read aloud short passages of appropriate interest and difficulty for the students. Have the students brainstorm ideas as to how these passages could be summarized into one "short and snappy" statement for a bumper sticker. Record the students' ideas on the blackboard.

APPLY: Students read paragraphs and/or short passages and develop a summarizing statement which can be written on a bumper sticker strip. These paragraphs/bumper stickers can be mixed in random order and exchanged among students as a matching exercise.

EXPAND: Students think up "bumper sticker" slogans which make a motivating statement about reading and choose the best of these to write on bumper sticker strips. Students can then illustrate these ideas and display them on a bulletin board. Students may wish to judge these bumper stickers for originality and effectiveness.

DIRECTIONS:
1. The teacher collects paragraphs and short reading passages which are appropriate for the students and this activity. Allow for 3-5 selections for each student.
2. Cut tagboard or manila strips, 4"x12", for students to use as "bumper stickers." After the bumper stickers are written, they may be colored and/or laminated.

SOURCE: Sara Call, Second Street, Frankfort Ind., Frankfort, KY

Skill Category: Summarize; Retell; Main Idea; Sequence; Cause-Effect
Skill Numbers: R06001-4 R07001-4 R08001-4 R06015 R07014 R07017 R08014 R08019
Objective: to practice a variety of vocabulary and reading comprehension skills through high-interest reading material
Method of Presentation: LEARNING CENTER
Grades: 6-8

ACTIVITY: READING THE RULES OF THE ROAD

INTRODUCE: Discuss with students why it is important to be a safe driver and steps one can take to develop good driving skills. One idea to be explored in this discussion is reading and learning the Kentucky Drivers' Handbook.

INTERACT: Make a variety of reading comprehension and vocabulary activities using the Kentucky Drivers' Handbook as the source of reading passages. Activities should be obviously purposeful to learning important information in the drivers' manual. Teacher-made activities can include crossword puzzles of pertinent vocabulary. Question-answer pages (fill-in-the-blank, true-false, multiple choice and short answer); matching road rules to driving examples, terms and phrases; drawing road signs to correctly match the words; write directions for correctly handling an emergency situation; and/or writing a creative writing story based on information from the manual. Have some activities for students to complete individually and some activities which require work in pairs or a small group.

APPLY: Students complete a predetermined number of activities from the learning center packet.

EXPAND: The teacher compiles 2 or 3 examples of a "driver's license test" which students might encounter if they were actually applying for a driver's license. The tests can be oral and/or written.

DIRECTIONS: 1. Obtain several copies of the Kentucky Drivers' Handbook from the state police station.
2. Make up a variety of teacher-made activities appropriate for the students to complete in the learning center.

SOURCE: Marsha L. Cook, Collins Middle, Fayette Co., WV

Skill Category: Cause and Effect
Skill Numbers: R04009 R05012 R06014 R07014 R08014
Objective: to identify explicitly stated cause and effect in a written passage
Method of Presentation: GAME
Grades: 3-8

The Temperature is 30°	**We are sharing a big meal.**
The family is together for Thanksgiving.	*I Am Cold*

ACTIVITY: CAUSE-EFFECT GAME

INTRODUCE: Discuss the concept of cause and effect. Share several examples of cause-effect relationships with the students. Tell students that in this activity they will be matching "cause sentences" with their "effect sentences."

INTERACT: Each student is given 5 sentence strips that have a cause listed on them. The teacher reads an effect sentence strip. The student who has the "cause sentence" matches it to the "effect sentence" read by the teacher. When a correct match is made, the two sentence strips are placed on the teacher's desk. The game is over when the teacher has read all of the "effect sentence" strips. Every student who correctly matches all of their sentence strips is a winner.

APPLY: Students are given a "cause sentence" and write a reasonable "effect sentence" to correspond with that first sentence. Similarly, students can be given an "effect sentence" and generate a corresponding reasonable "cause sentence."

EXPAND: Students look for "cause and effect" sentences as they read materials assigned by the teacher (e.g., reading skill books or textbooks). These ideas can be written on blank sentence strips for use in the Cause and Effect Game.

DIRECTIONS:
1. Identify cause and effect statements of appropriate interest and difficulty for your students. Have 5 sentence pairs for each student.
2. Write the "cause sentence" on one 4"x12" sentence strip. Write the "effect sentence" on a different sentence strip. Organization of this game can include writing "cause sentences" on one color paper and "effect statement" on a different color paper. Place a code on the back of each pair to eliminate any confusion of which sentences are matched.
3. Examples of "cause sentences" include:

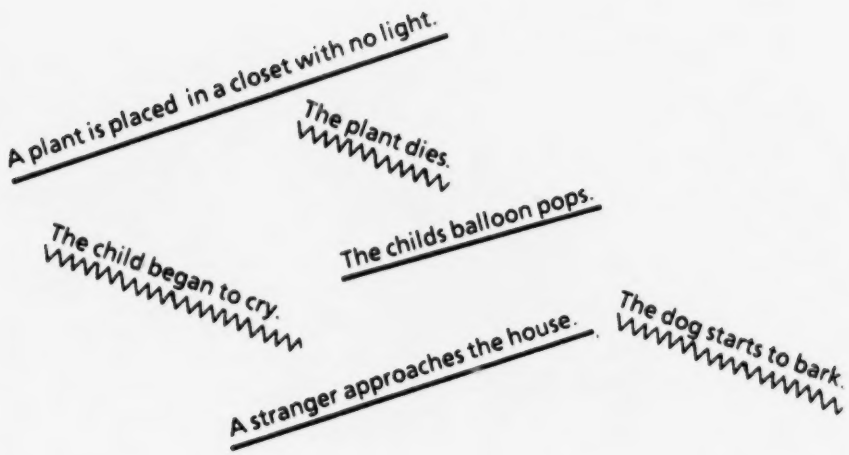
   The baby has a bad cold.
   Tom didn't have enough money to buy a stamp.
   The speaker was mumbling.
   Missy is allergic to fruit.

4. Examples of "effect sentences" include:

   Mother will call the doctor for an appointment.
   He couldn't mail his letter.
   I didn't hear the speech.
   She ate strawberries and broke out in red spots.

SOURCE: Judy K. P. Kurtz, Mason County Middle, Mason Co., KY

Skill Category: Cause and Effect
Skill Numbers: R08014
Objective: to learn cause and effect
Method of Presentation: GAME
Grades: 5-8


A plant is placed in a closet with no light.
The plant dies.
The childs balloon pops.
The child began to cry.
A stranger approaches the house.
The dog starts to bark.

ACTIVITY: DIRECT INSTRUCTION OF CAUSE/EFFECT

INTRODUCE: The teacher tells the students they will be studying cause and effect. The teacher gives examples of cause and effect such as putting a plant in a closet with no light (cause) and the plant dies (effect). The teacher can read effects and ask the students to give the cause.

INTERACT: The students are given worksheets with cause and effect statements and a paragraph with a cause and effect in it. Working with the teacher, the students underline the cause in red (any color) and the effect in blue (any other).

APPLY: The students are given another worksheet with cause and effect statements and a paragraph with a cause and effect in it. The students independently underline the cause and effect.

EXPAND: Students could write cause and effect statements, or they could do an experiment sharing cause and effect.

ADAPTIONS: The level of difficulty is changed by increasing the sentence and paragraph difficulty.

DIRECTIONS:
1. The teacher writes cause and effect statements for examples.
2. The teacher prepares the cause/effect worksheet to be completed together.
3. The teacher prepares the cause/effect worksheet to be completed independently.

SOURCE: Marilyn W. Hughes, Emma B. Ward Elementary, Anderson Co., KY

Skill Category: Cause and Effect
Skill Numbers: R07014-16 R08017-18
Objective: to identify cause and effect from written material
Method of Presentation: BULLETIN BOARD
Grades: 7-8

ACTIVITY: DRIVING CAUSE AND EFFECT

INTRODUCE: Use the students' interest in driving as a motivator for this lesson. Discuss rules for driving and why rules are needed for drivers. Introduce and discuss cause and effect, using examples from driving.

INTERACT: Students may play individually, in pairs or small teams. Cause cards and effect cards are dealt out, then matched by orally reading the cause card and finding its effect card pair. The paired cards are pinned on the bulletin board. Students may be requested to write the matched "cause and effect" pair.

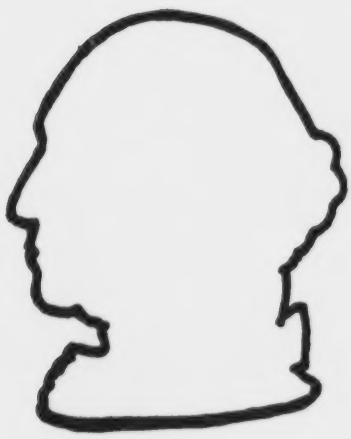
APPLY: Students read a cause card aloud and identify possible effects which might reasonably result. The same procedure can be done with the effect cards.

EXPAND: Practice finding "cause and effect" statements in selected reading passages. Students can write their own sets of cause cards and effect cards. Using group discussion, help students identify unstated cause and effect statements.

DIRECTIONS: 1. Prepare a classroom bulletin board, following the above example.
2. Make a list of cause statements and matching effect statements appropriate for the students. Write the cause statements on one set of "cause" cards; write the effect statements on a set of "effect" cards.

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

Skill Category: Character Traits
Skill Numbers: R05007 R06009 R07009 R08009
Objective: to identify character traits from written material
Method of Presentation: ACTIVITY
Grades: 5-8



ACTIVITY: GETTING TO KNOW FAMOUS PEOPLE

INTRODUCE: Choose a brief (1-3 pages) biography of a famous person who would be of interest to the students. Read this passage aloud to the students.

INTERACT: Through discussion, identify character traits described in the reading passage about the famous person. List those character traits on the blackboard. Discuss how character trait information helps us get to know the people we read about and understand how those traits contributed to each person's success and/or failure.

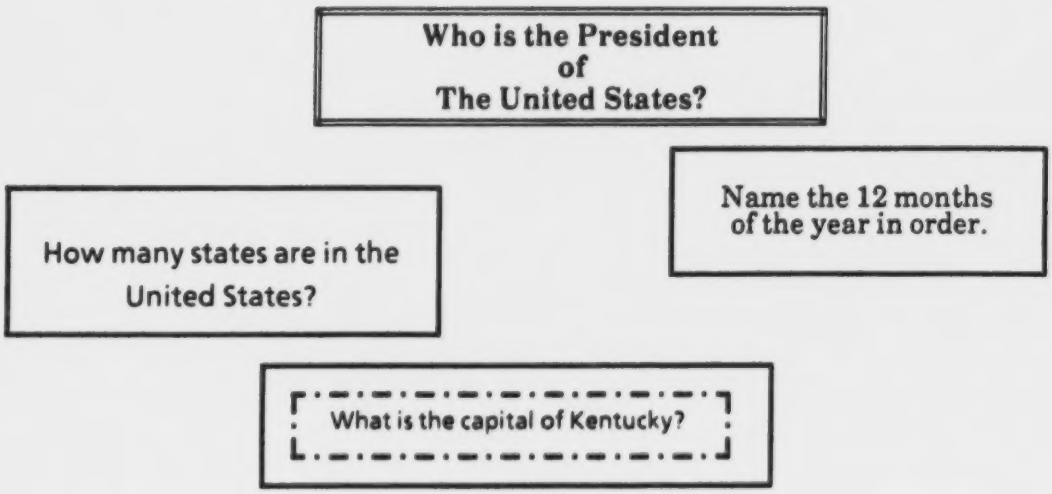
APPLY: Provide a wide selection of biographical reading materials (e.g., magazine articles, books). Have students choose a biography they would like to read. As they read, students are to identify character traits included in the biography and plan a presentation emphasizing those character traits to help fellow students "meet" their character. Encourage students to dress like their characters on the day of their presentations.

EXPAND: Each student will list the famous person they read about and five statements or sentences from the book/passage they read which illustrate character traits of that person. Students explain (orally or in writing) how each trait contributed to the famous person's success.

DIRECTIONS: Collect a large selection of biographical reading materials such as library books, reading resource books and magazine articles, which are of appropriate interest and difficulty for the students.

SOURCES: Janet Emerson, Phelps School, Casey Co.; Sharon Gillespie, T.T. Knight Middle, Jefferson Co.; Judy Kurtz, Mason County Middle, Mason Co., KY

Skill Category: Verify Facts
Skill Numbers: R06013 R07013 R08013
Objective: to locate verifying facts from written material
Method of Presentation: ACTIVITY
Grades: 6-8


Who is the President of The United States?
How many states are in the United States?
Name the 12 months of the year in order.
What is the capital of Kentucky?

ACTIVITY: LEFT-HANDED TEACHING

Too often remedial students do not know specific general information that is necessary as background facts. Examples of the "basics" which are frequently missing are days of the week/months of the year in sequence; dates of holidays; and phone area code and zip code for your area. Rather than assume that students have this basic knowledge, use a questioning activity to infuse students with this information.

INTRODUCE: Talk with students about daily life use of basic information. If desired, ask students to write the answers to a pretest of appropriate questions, such as write your complete address, what is the capital of our state, and how many days are in one year. Use this information to determine the specific facts to teach your students.

INTERACT: In the last couple of minutes at the end of class (after the day's lessons are finished while waiting for the bell), the teacher asks each student a simple question from the facts being studied. When students are familiar with the facts, they can take turns asking each other questions. This "drill and practice" continues until students demonstrate mastery of the facts.

APPLY: Ask students to notice when they encounter a "basic fact" in reading. Examples can be displayed on a "basic facts" chart or bulletin board. Have a suggestion box where students can specify facts they think the group should practice.

EXPAND: Compile a list of "basic facts" which the students should know. Make a set of question cards and use these cards in a variety of board or card games to practice these facts.

DIRECTIONS: Make a list of questions based on general information students should know.

SOURCE: Judy K.P. Kurtz, Mason County Middle, Mason Co., KY

Skill Category: Scan for Information
Skill Numbers: R06017 R07020 R08021
Objective: to scan written material to obtain specific information
Method of Presentation: ACTIVITY
Grades: 6-8

ACTIVITY: SCANNING PROGRAMS

INTRODUCE: Use students' interest in sports as a motivator for this activity. Distribute copies of programs from high school, college or professional games. Allow students to page through these booklets.

INTERACT: Discuss the concept of scanning for specific information. Demonstrate, then have the students practice, locating specific information in the program. Sample questions are listed below.

APPLY: Select one page in the program. Ask students to scan that page for the answers to specific questions. Use a time limit (e.g., 10-15 seconds) to assure scanning. When an answer can not be located within the scanning time limit, the students then read closely to answer that question.

EXPAND: Students write their own questions for information which can be located by scanning the program.

DIRECTIONS: 1. Collect copies of program booklets from high school, college or professional sports games. Sometimes multiple copies of these programs can be obtained from public relations offices after the games are played.

2. Make a list of questions which can be used to scan for information in the sports programs. Examples of such questions include:

Who were the two opposing teams?
What is the date and time of the game?
Who coached each team?
Name five players for each team.
Choose one player. Tell his/her name, height and weight.
Where is the game being played?
What are the teams' mascots?
Name one sponsor whose products appear in the program.
Besides the team, who else is pictured in the program?
Is the school song printed in the program?

SOURCE: Sharon Gillespie, T.T. Knight Middle, Jefferson Co., KY

MATH INSTRUCTION: RESEARCH, STRATEGIES AND INSTRUCTION

EFFECTIVE INSTRUCTION FOR CHAPTER 1 MATH STUDENTS

An extensive review of mathematics classroom practices and math research findings resulted in a 1980 publication entitled An Agenda for Action: Recommendations for School Mathematics of the 1980's. This booklet, representing study efforts by the National Council of Teachers of Mathematics, the National Science Foundation, and the National Assessment of Educational Progress, provided "best-considered advice" for schools to follow toward better mathematics education. Eight specific recommendations were listed.

1. Problem solving must be the focus of school mathematics in the 1980's.
2. The concept of basic skills in math must encompass more than computational facility.
3. Mathematics programs must take full advantage of the power of calculators and computers at all grade levels.
4. Stringent standards of both effectiveness and efficiency must be applied to the teaching of mathematics.
5. The success of mathematics programs and student learning must be evaluated by a wider range of measures than conventional testing.
6. More mathematics study must be required of all students, and a flexible curriculum with a greater range of options should be designed to accomodate the diverse needs of the student population.
7. Mathematics teachers must demand of themselves and their colleagues a high level of professionalism.
8. Public support for mathematics instruction must be raised to a level commensurate with the importance of mathematical understanding to individuals and society.

What does this mean for instruction in Chapter 1 classrooms? The research supporting these eight statements provides insight for teachers of Chapter 1 math students.

FOCUS ON PROBLEM SOLVING

Problem solving involves applying mathematics to the real world and includes a multitude of routine and commonplace as well as non-routine functions. It has been said that all mathematics involves adding, subtracting, multiplying and dividing; the trick is to know when to do what. Students must learn more than the traditional techniques of computation; they must learn how to apply this knowledge to solve real-world problems.

Math instruction should give students experience in selecting and matching strategies to the situation at hand. This would include learning how to:

- formulate key questions;
- analyze and conceptualize problems;
- define the problem and the goal;
- discover patterns and similarities;
- seek out appropriate data;
- experiment;
- transfer skills and strategies to new situations; and
- draw on background knowledge to apply mathematics.

Chapter 1 math teachers should create a classroom environment in which problem solving can flourish. Students should be encouraged to question, experiment, estimate, explore and suggest explanations. The students' math experiences should include more than "paper and pencil" activities. Provide opportunities for students to manipulate objects, observe various phenomena, interact with computers or calculators, and use graphic models to solve problems.

TEACH MORE THAN MATH COMPUTATION

It is common practice in math classrooms to have students spend the vast majority of time on paper-and-pencil computations. This is time-consuming and costly in terms of teacher and students' effort. An observation of how we use math in daily life and jobs gives a better reflection of what is currently essential and what has become obsolete.

While it is important that students learn to perform the basic math operations as paper-and-pencil activities, it is equally important that students develop an ability to do simple computations mentally, to become skillful in estimation, and to learn the use of a calculator for more complex problems. Common sense should dictate a reasonable balance among these areas.

Basic skills, as defined in a position paper by the National Council of Supervisors of Mathematics, include at least ten areas. In addition to problem solving and computational skills, they recommended students receive instruction in:

- applying mathematics to everyday situations;
- alertness to the reasonableness of results;
- estimation and approximation;
- geometry;
- measurement;
- reading, interpreting and using tables, charts, and graphs; and
- using math to predict.

It is recommended that certain activities be emphasized less in the math classroom. These include:

- isolated number drills separate from problem contexts;
- performing paper-and-pencil calculations with numbers of more than two digits (e.g., 23,479 x 865); and
- mastering specialized vocabulary not useful later either in mathematics or daily life.

USE THE FOUR-STEP APPROACH TO TEACH MATH

In the section of this guide book entitled "A Model In Effective Instruction" a four-step approach to instruction is described in detail. These four steps provide an instructionally sound basis for each math lesson and help to ensure adequate student learning. This approach begins with an introduction, proceeds to instructional interaction, gives the student opportunities to apply the skill successfully, and includes activities which expand the concept to other situations. Let's examine each of these steps in a math lesson.

Good instruction begins where the student is and builds on what the student already knows. A math lesson should activate the student's background knowledge which will be needed in the upcoming lesson. This may be done in a number of ways, such as a quick review of the basic number facts to be used in an addition lesson on regrouping or a listing of the steps followed in solving a story problem before a lesson on that topic. The idea is to awaken the student's prior knowledge and focus that knowledge for the upcoming lesson.

Once the purpose of the lesson has been developed for the student, the lesson should proceed to instruction. During instruction the teacher may demonstrate how to solve problems using the concept being taught or may provide the students structured opportunities to discover certain math principles. Whatever lesson format is used, make certain there is generous chance for interaction among teacher and students. The "give-and"take" of group work and discussion promotes the communication, cooperation, and cognitive development essential to learning.

Following instruction and as students demonstrate an understanding of the skill or concept being taught, it is necessary to provide practice and application activities. These activities should be closely monitored by the teacher to ensure that students are practicing correctly; immediate feedback and reteaching should be provided if the student's work demonstrates confusion about the lesson. Practice and application are not limited to paper-and-pencil activities. It is also appropriate to provide "hands-on" assignments as well as individual and group work activities. As long as the purposes of building students' understanding and competency in applying the skill or concept are met, a variety of tasks may be appropriate.

Once students have demonstrated proficiency in applying the skill or concept taught, the teacher should provide opportunities to see how the learning can be used in other situations and settings. This expansion of the lesson's concept should, if at all possible, show how the skill can be applied in real-life settings. Use whole number operation skills to compute data about the students and school; for example, "this school was built in 1952; how old is it now?" Use measurement skills to measure and compare items found in a school or home; following a recipe requiring different types of measurements can be a fun way to expand a lesson on basic measurement. Lessons on money can be expanded by going on "pretend-shopping trips" using ads from the local newspaper or catalogs. Expansion activities should help students see the purposefulness of the math lessons learned in school and to know that the knowledge will be useful outside of the school setting.

USE MANIPULATIVES AS TEACHING AIDS

The U.S. Department of Education publication, What Works: Research About Teaching and Learning, reports that students at different grades and ability levels show increased achievement when real objects are used as aids in learning mathematics. Objects that students can look at and hold seem particularly important in the early stages of learning a math concept. Such manipulatives help students visualize the concept being presented and provide a foundation for building concept and skill development. When instruction beings with the "concrete" and progresses towards the "abstract" (numbers on paper-and-pencil tasks) students are more likely to understand and be successful.

Appropriate manipulatives take many shapes and forms. While commercial math manipulatives may be purchased, there are many everyday objects which work well. Examples include blocks, marbles, poker chips, cardboard cutouts and craft sticks -- almost anything. Students do as well with inexpensive or homemade materials as with more expensive commercial materials.

PROVIDE PRACTICE WITH CALCULATORS AND/OR COMPUTERS

A significant amount of the math performed in daily life by adults is done using a calculating aid, such as a calculator or computer. Of course, an understanding of and competency in basic computational skills underlies the use of these tools. However, as a regular practice, most of us probably depend on a calculator or computer to help in daily tasks more than we practice the paper-and-pencil math learned in school.

Since calculators and computers have become such an integral part of daily life it is appropriate for these tools to be available as part of the math instructional program. Teachers should help students to determine sensible and appropriate uses of calculators and computers and provide the instruction and practice to develop competency in their use. It is important that their use does not replace critical instruction (such as instructional interaction with teachers and other students).

HELP STUDENTS DEVELOP SKILL IN ESTIMATING ANSWERS

Adults use the skill of estimation frequently in everyday math as well as math on the job. Many people can tell immediately when an answer seems right or wrong. This not only is an efficient way to check the reasonableness of an answer, but it also comes in handy as a practical skill (such as when shopping).

Estimating can be a valuable skill to students learning math. When students can make good estimates of an answer to a problem, it shows that they understand the problem. Proficiency in making estimates will lead students to reject unreasonable answers and to know when they are "in the ballpark." This can help make students more comfortable with mathematics and raise their confidence in approaching math problems.

Students must develop a foundation for making good estimates: this includes quick, accurate recall of basic facts and a good grasp of the place value system (ones, tens, hundreds, etc.). Research reported in What Works: Research About Teaching and Learning has outlined three key steps important in accurate estimation which can be taught students:

1. alter numbers to more manageable forms, such as by rounding;
2. change the parts of the problem so they can be handled more easily (e.g., in a problem with several steps, rearrange the steps to make estimation easier); and
3. adjust two numbers at a time when making estimates (e.g., rounding one number higher and another number lower).

While students won't use all three steps for every estimate, knowing these steps will be helpful for a variety of math problems.

CHAPTER 1 MATH

RESEARCH REFERENCES AND RECOMMENDATIONS

BIBLIOGRAPHY

The research findings presented in the preceding section, as well as other helpful information on these topics, can be found in the following sources:

An agenda for action: Recommendations for school mathematics of the 1980's. (1980). Reston, VA: National Council of Teachers of Mathematics.

The agenda in action: Effective practices. (1983). Reston, VA: National Council of Teachers of Mathematics.

Direct instruction mathematics: Longitudinal evaluation of over 2,000 low-income children. G.V. Glass & M.L. Smith, (1982). Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA. ERIC Document ED 160 723.

Expertise in mathematics teaching. G. Leinhardt. Educational Leadership, (April, 1986), p. 28-33.

Teaching "what to do" in arithmetic vs. teaching "what to do and why." M. Burns. Educational Leadership, (April, 1986), p. 34-38.

Research within reach: Elementary mathematics. M.J. Driscoll (1980). St. Louis, MO: CEMREL, Inc.

Research within reach: Secondary school mathematics. M.J. Driscoll (1983). St. Louis, MO: CEMREL, Inc.

STRATEGIES FOR PROBLEM SOLVING

Problem solving is a math "life skill" which most of us apply in one way or another every day. It involves thinking through a situation which includes numbers and applying one or more strategies to draw a conclusion. While this can involve a written problem, it is more than working a "word problem" or "story problem" in a math textbook.

Often students have difficulty with problem solving tasks, sometimes even when they know the computational skills required. It is easy to blame a student's poor reading skills as the source of the difficulty. However, research does not seem to point to reading deficiency as the main issue when word problem skills are weak. Rather, research suggests that instruction in problem solving can remedy this weakness. We can teach students strategies for becoming competent problem solvers. Naturally, thinking plays an important role in being a good problem solver. Use of a calculator to do the computation can give emphasis to "thinking" rather than "computing."

Consider the following suggestions for the development of proficient problem solvers.

1. Ask questions which involve students and invite them to think about the problem.

2. Students need to understand the important features of a problem. Students should be encouraged to put in their own words what the problem is about.

3. Students should evaluate and select from possible solution choices. Encourage your students to suggest out loud the likely strategies for solving a problem.

4. It is important that students estimate answers well and, when they get solutions, check to see if their answer is reasonable.

5. Help students learn from their mistakes. When answers don't check out, guide them to see where the error might be and make adjustments before trying a second approach to the problem.

To provide students with good problems to solve, consider the following points:

1. Ask non-textbook math problems. Teacher-written and student composed problems can include examples taken from the everyday life of the students.

2. Use diagrams, pictures and objects to help students see the problem. This often clarifies which strategy (or strategies) should be used to answer the problem.

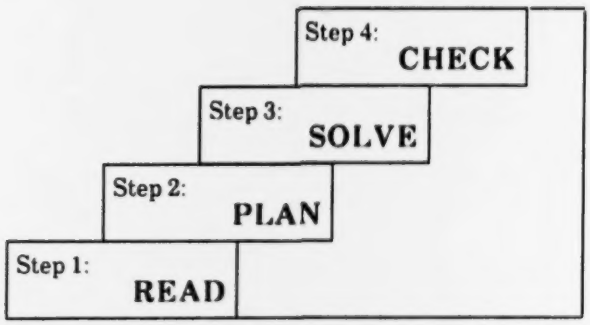
3. Vary the wording used in problems of the same type. For example, subtraction problems can be asked "what is the difference," "how many more are needed," "how many were left," etc. Similarly, vary the order in which the numbers are presented. Don't always present numbers in the sequence they are used to solve the problem.

4. Vary the setting of the problems. For example, when practicing multiplication, show different types of problems which require multiplication for the solution.

5. Make regular use of problems that don't center on computation. For example, have students work with patterns (of blocks, tiles and/or colors) or diagrams (such as Venn diagrams of sets).

6. Allow calculators to be used to solve "word problems," at least some of the time. You can even devise problems just for the calculator, such as "cross out the number on the left of the equal sign which does not belong: 12 x 4 x 9 x 5 x 7 x = 6048."

Skill Category: Problem Solving
Skill Numbers: M02005 M04008 M05002 M06001 M06002 M06003 M06008 M07008 M08014 M08015
Objective: to solve problems (both word and life application which involve numbers and math operations
Method of Presentation: ACTIVITY
Grades: 2-8



ACTIVITY: FOUR STEPS TO SOLVING PROBLEMS

INTRODUCE: The instructor and students brainstorm together, thinking of situations in everyday life where we must use numbers to solve problems. Write two or three examples on the blackboard or overhead projector as they are discussed.

INTERACT: Explain to students that solving math problems is like using a staircase: Take One Step At A Time. Each step will bring you closer to the answer just as climbing each step brings you closer to the top of the stairs. Discuss with students what is meant by each of the following four steps:

Step 1: READ (read to find out what facts are given)
Step 2: PLAN (plan how you will solve the problem, what math operation to perform, etc.)
Step 3: SOLVE (solve the problem using your plan; perform the computation required)
Step 4: CHECK (check your work for computation errors; see if your answer is reasonable and makes sense)

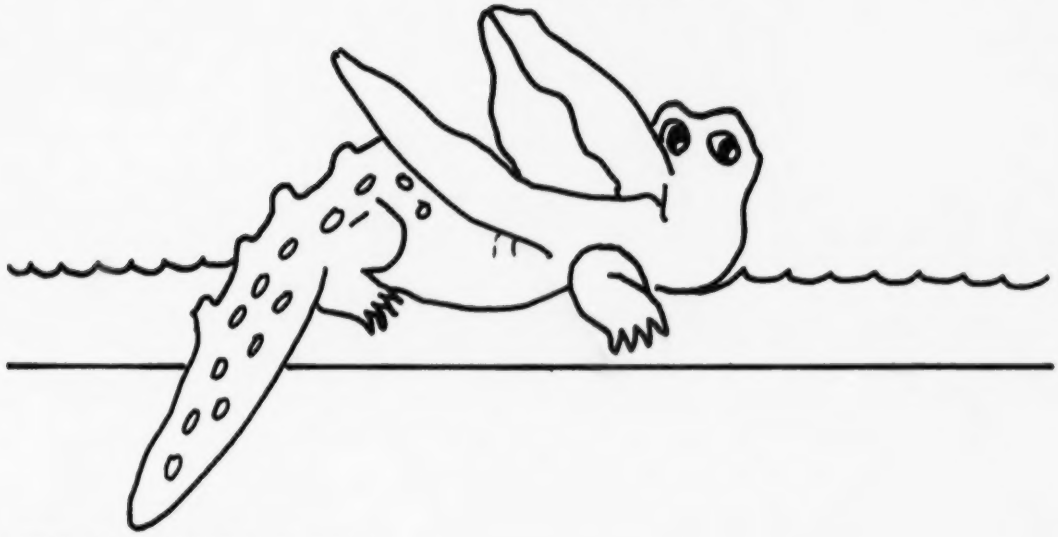
APPLY: Using the examples on the blackboard, work the two or three examples brainstormed by the students and written on the blackboard. Work a word problem example from a math textbook. Have the students work in pairs to complete 5-10 word problems involving math operations appropriate for the students.

EXPAND: Have students work with math "story problem frames" to develop story problems for other students to solve. For example, "Mr. Jones was driving from (name a Kentucky town) to Louisville, a distance of (how many miles?). If he drives an average of (name the speed) miles per hour, how long will it take Mr. Jones to drive to Louisville from (the town named)? How long will the round trip take at the speed named?" Students must provide an answer key for the problems they create.

DIRECTIONS: No specific materials are required. A bulletin board display of the four steps can be created to provide visual cues for students.

SOURCES: Carol Boofter, Rutherford Elementary, Jefferson Co., KY

Skill Category: Problem Solving
Skill Numbers: M03002 M03003 M03004 M04003 M05002
Objectives: to solve one-step story problems
Method of Presentation: BULLETIN BOARD
Grades: 2-5



ACTIVITY: GATOR ATTACK

INTRODUCE: Discuss the concept of math story problems with students. Brainstorm examples of "real life" situations which demonstrate how math story problems are important in daily life. Conclude the discussion by focusing on the importance of understanding the problem, following certain steps to solve the problem and then answering the problem.

INTERACT: Students are given the paper strips on which the various clues are written. Students take turns reading the "hint" on a paper strip and determining whether it is part of understanding, solving or answering the problem. When other students in the group concur with the correct choice, the paper strip is pinned in the appropriate place on the bulletin board display.

APPLY: Working in pairs, students apply these steps to solve appropriate story problems.

EXPAND: Using catalogs, newspaper ads and other such resources, student pairs create story problems which are applicable to daily life. These story problems are exchanged with other student pairs and solved.

DIRECTIONS: 1. Cover the bulletin board with colored background paper. Attach a border trim of a contrasting color around the edge of the board. Across the top of the bulletin board put the title GATOR ATTACK.
2. Trace and cut out the gator. Position the gator near the title on the bulletin board.
3. On 3 strips of poster board (approximately 3"x18"), write the 3 headings UNDERSTANDING, SOLVING THE PROBLEM and ANSWERING.
4. On 15 strips of poster board (approximately 2"x12" to 4"x12"), write the following steps:

UNDERSTANDING
- *Read the problem*
- *Decide what you are trying to find*
- *Find the important information*

SOLVING THE PROBLEM

- *Draw a picture*
- *Make a list*
- *Use objects*
- *Act it out*
- *Simplify the problems*
- *Make a table*
- *Guess and check*
- *Use logical reasoning*

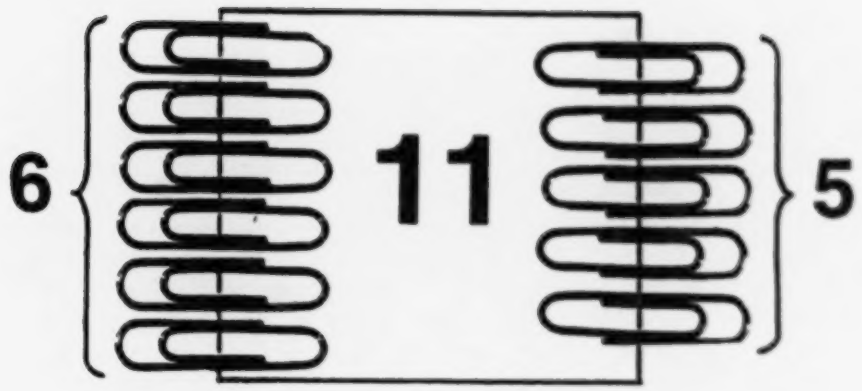
ANSWERING

- *Be sure all important information was used*
- *Check your work*
- *Decide if the answer makes sense*
- *Label the answer*

5. On 4x6 or 5x8 cards, write story problems appropriate for the students.
6. Collect a variety of resources to use in the Expand activity, such as newspaper advertisements, catalogs and advertising flyers.

SOURCE: Sue Roby, Harrisville Elementary, Ritchie Co., WV

Skill Category: Numeration
Skill Numbers: M01003 M01004 M02003
Objective: to determine the relationship between addition and subtraction
Method of Presentation: ACTIVITY
Grades: 1-3



ACTIVITY: RELATED ADDITION AND SUBTRACTION

INTRODUCE: Discuss with students how addition problems are related to subtraction problems. Use manipulatives to demonstrate the concept. Have students practice the concept with manipulatives.

INTERACT: Have students work in pairs for this activity. Give students a card with a number written on it, the corresponding number of paperclips and a worksheet with several rows containing 4 blank boxes on it. Students distribute the paper clips on the two opposite edges of the card to demonstrate an addition problem.

APPLY: Students write the 4 related addition and subtraction problems, one in each blank box in a row on the worksheet. For example, for the number 11, the 4 problems would be 6 + 5 = 11, 5 + 6 = 11, 11 - 6 = 5 and 11 - 5 = 6. In the other rows of that worksheet, students could demonstrate the relationship for 4 + 7, 8 + 3, 9 + 2 and 10 + 1.

EXPAND: Students complete worksheets which require demonstration of the relationship between addition and subtraction.

MATERIALS:
1. On a 4x6 or 5x8 card, write a number (18 or smaller). Place the card and that same number of paper clips in a self-closing storage bag. Make a different set of number cards/paper clips for each fact being studied.
2. Make a worksheet with the number at the top of the page. Make up to 5 rows on the worksheet. In each row, draw 4 blank boxes in which the students will write an addition of subtraction problem.

SOURCES: Cindy Wright and Sue Hickok, Weimar Elementary, Kanawha Co., WV

Skill Category: Numeration
Skill Numbers: M01001 M01015 M02002 M03008
Objective: to reinforce number recognition or other basic math skills
Method of Presentation: GAME
Grades: 1-6

M	A	T	H	O
181	219	304	496	509
156	249	378	402	581
121	272	FREE	478	526
168	296	366	443	584
139	285	342	451	541

ACTIVITY: MATHO

INTRODUCE: Review the math concept to be practiced. (This activity may be used with a variety of math skills, including number recognition, number words, addition/subtraction/multiplication/division facts, measurement equivalents and fraction knowledge.) Review the rules for MATHO (the rules are the same as BINGO).

INTERACT: Each student is given a MATHO card with appropriate numbers for the place value level or skill being studied. Each student also has a supply of space covers (e.g., beans, paper circles). The instructor calls out a number or math fact. When a student finds the correct response on his/her MATHO card, a space cover is placed over that answer. The first student(s) to get 5 answers in a row is the winner.

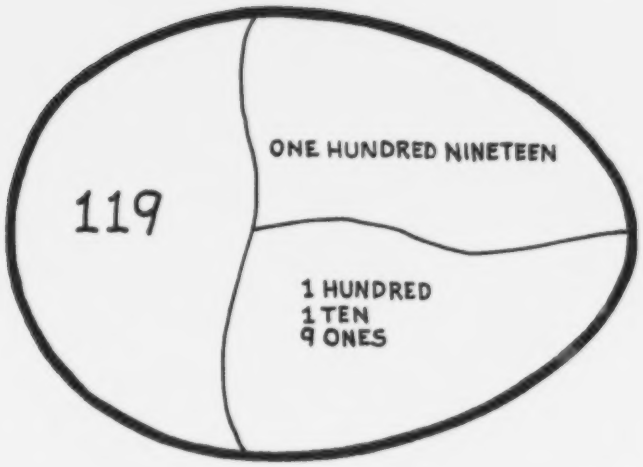
APPLY: Adapt the MATHO game to practice the same skill in another manner. For example, instead of asking students to locate "156", change the question to find a number with a "5" in the "tens place." Try to provide well-rounded practice in the skill being reviewed.

EXPAND: Students look for examples of the skill in newspaper ads (e.g., numbers with place-values between hundreds and hundred-thousands) or cut out numbers to create specific numbers (e.g., cut out the numbers to show "four thousand eight hundred forty-six"). These directions can be adapted to the skill being reviewed.

DIRECTIONS:
1. On tagboard (approximately 8 1/2" x 5 1/2"), make a 5x5 grid (25 spaces), like a BINGO card. Write MATHO across the top of each card. Mark the center space FREE. Make at least one card for each student in the group.
2. In each blank square, write a number appropriate to the skill being reviewed (e.g., 3- and 4-digit numbers to review place value to thousands). Make each card different by putting the 24 numbers in random order.
3. Provide a supply of space covers. Possible space covers include dried lima beans, circles cut from construction paper or plastic circles.

SOURCE: Jeannie Harrison, North Calloway Elementary, Calloway Co., KY.

Skill Category: Numeration
Skill Numbers: M05004 M06004
Objective: to read numbers (in numerals or words) through millions
Method of Presentation: ACTIVITY
Grades: 3-6



ACTIVITY: PLACE VALUE EGGS

INTRODUCE: Review the place value concepts previously studied by the students. On the blackboard list a number in Arabic numerals, according to both total/ place value and in words. Discuss these as different ways to describe the same number.

INTERACT: Students work in pairs or individually in this activity. Using the PLACE VALUE EGGS puzzle pieces, students match pieces to correctly express the same number 3 different ways. The activity is self-correcting, as the correct pieces will form an egg shape.

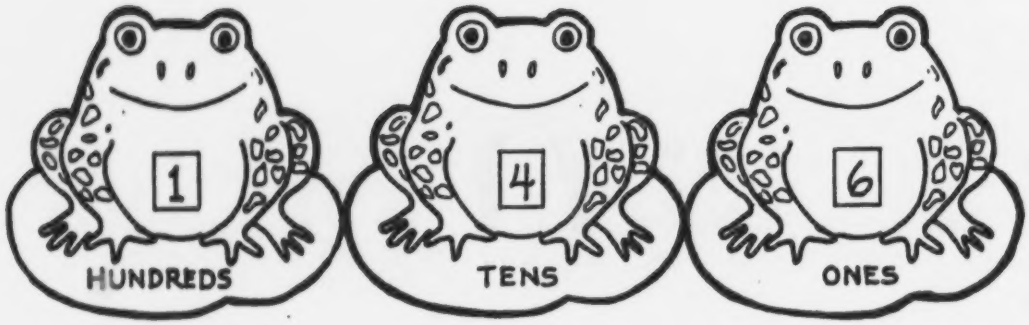
APPLY: Given a list of appropriate numbers, the students will be able to express each number in any of the 3 ways (numerals, words, place value) as requested.

EXPAND: Pairs of students play a game of PLACE VALUE EGGS. Prepare a deck of 3x5 cards, each of which has a number written in 3 different forms (119 = one hundred nineteen = 1 hundred, 1 ten, 9 ones). Students take turns drawing cards and asking each other to write one form of that number. Each correct response scores 1 point. The pair(s) of students with the most points wins a math prize (e.g., extra computer time, free time at the measurement center).

DIRECTIONS:
1. Make a list of 10 numbers in the range of place values being studied.
2. Draw 10 egg shapes; cut each one in thirds. Make certain each egg is cut differently so only one correct match is possible for each egg.
3. On a piece of an egg, write a number in numerals ("156"). On another piece of that egg, write the same number in words ("one hundred fifty six"). On the last third of that egg, write the same number in place value ("1 hundred, 5 tens, 6 ones").
4. Laminate all pieces. Store them in an empty tennis ball can or similar container.

SOURCE: Rita Demundo, Sanford & McNinch Elementaries, Marshall Co., WV

Skill Category: Place Value and Rounding
Skill Numbers: M04019 M05001 M06003
Objective: to recognize and read numerals and correctly round off numerals
Method of Presentation: ACTIVITY
Grades: 1-6



ACTIVITY: FROG ROUNDUP

INTRODUCE: Review with students the concepts of place value previously taught. If appropriate, also review the concept for rounding off numbers.

INTERACT: Students are given place value frogs and number cards. (Have as many place value frogs as appropriate for the students.) The instructor says a number aloud or writes it using words. Students place number cards on the frogs in correct order to make that number.

APPLY: Students say the number aloud. If rounding is to be practiced, students change the cards to round the number off to the nearest hundred, thousand, etc. as specified by the instructor.

EXPAND: (1) The instructor places the number cards on the frogs, and the student reads the number aloud. (2) Adapt the activity for rounding decimals.

DIRECTIONS:
1. Make a "frog" pattern. Connect as many frogs together as needed to make the place value being studied (e.g., three frogs = hundreds place value; six frogs = millions place value.)
2. Using tagboard or poster board, cut out place value frogs so each student will have one. On the lily pad under each frog, write the value of that place (e.g., ones, tens, hundreds). Leave a blank space on each frog for placing number cards (or, if laminated, for writing the numeral).
3. If desired, laminate the frogs.
4. Make a set of number cards for each student. Each set should have three or four of each numeral, 0-9. Laminate these cards, if desired.

SOURCE: C. Bundy, Frankford Elementary, Greenbrier Co., WV

Skill Category: Rounding Numbers
Skill Numbers: M04019 M05001 M06003
Objective: to correctly round whole numbers to the nearest hundred and thousand
Method of Presentation: GAME
Grades: 4-6

SPACE ATTACK Save your Planet from the Aliens!	
1000 000 300 200 800 700 400 600 300 500 800 100 700 900 200 500 100	1000 100 300 500 600 400 400 400 600 100 300 800 700 200 200 500 800

ACTIVITY: SPACE ATTACK

INTRODUCE: Discuss the concept of rounding numbers. Include in this discussion ample examples of how to round numbers and when rounding can be helpful. Conclude the discussion by having students contribute information to make a chart of "Rules for Rounding Numbers."

INTERACT: Introduce the game SPACE ATTACK to the students. Explain that the game is played in two teams. Each team considers their opponent the "alien" trying to capture their planet. Shuffle the deck of cards. Each player, in turn, draws a card and writes the rounded number on the worksheet provided. If the number is incorrectly rounded, the opponents may challenge to correct the answer and cover one of the player's spaceships. The game continues until one team has covered all the opponent's spaceships and saved their planet.

APPLY: Students are given a list of 10-20 numbers to round to the nearest hundred or thousand. This activity can be done as a worksheet, a blackboard activity or using an overhead transparency as practice for the group.

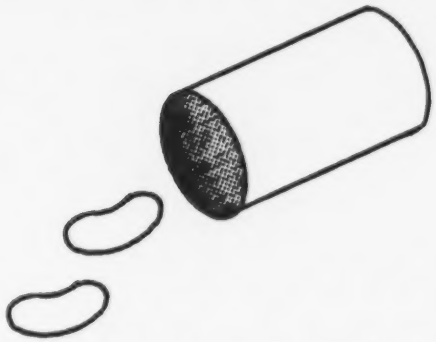
EXPAND: Adapt the game to round decimal numbers.

DIRECTIONS:
1. Using a tagboard (approximately 8"x11"), make a gameboard as illustrated. Title the gameboard "SPACE ATTACK -- Save Your Planet from the Aliens."
2. Divide the gameboard in half and draw an equal number of "spaceship" shapes (12-15) on each half. On each spaceship write 100, 200, 300, 400, 500, 600, 700, 800, 900 and/or 1000.
3. Make a deck of cards with numbers to be rounded to the nearest hundred. These numbers, when rounded, should match the numbers written on the spaceships.
4. If desired, make the activity self-checking by writing the correct answer on the back of the card.
5. Adapt the directions to make a gameboard for rounding to the thousands place value.

SOURCE: Victoria Yeash, Beverly Elementary, Randolph Co., WV

Skill Category: Computation - Whole Numbers
Skill Numbers: M01003 M01004 M02005 M03004
Objective: to demonstrate mastery of whole number computation operations (+ , -, x, ÷)
Method of Presentation: GAME
Grades: 1-6

1	4	7
3	5	8
6	9	2



ACTIVITY: THE BEAN GAME

INTRODUCE: Orally review the basic facts being studied with the students. Work with one set of facts (such as addition) or with a mix of facts.

INTERACT: Each pair of students is given a piece of 6"x6" tagboard (3 square x 3 square grid on which 9 numbers have been written), a small can and 2 beans. Taking turns, a student spills the 2 beans onto the gameboard. Using the two numbers the beans land on, the student answers a basic fact (e.g., the beans land on "6" and "9" on a multiplication card; the student answers 6 x 9 = 54). If the second student of the pair agrees the answer is right, the first student scores 1 point. At the end of playing time, the student with the most points wins.

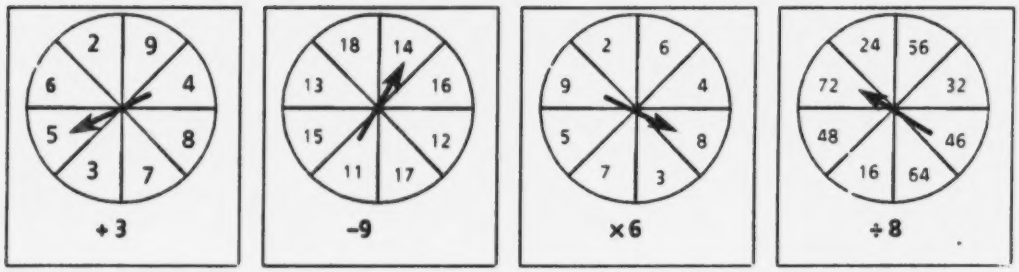
APPLY: Each student is given a basic facts problems page. This page can include at least one problem for each fact or a mix of 25-50 facts. As students answer problems in the game, they record the answers on the practice page. The first student to roll, answer and correctly record the answers to all the problems on the page is the winner.

EXPAND: Adapt the game to practice basic facts in more than one operation (e.g., practice addition, subtraction, and/or multiplication facts at the same time). Before rolling the two beans to pick the pair of numbers, spill one bean onto the playing card. The upcoming pair of numbers will be answered according to the number the bean lands on: 1,2 = addition; 3,4 = subtraction; 5-6 = multiplication; 7,8 = player's own choice; 9 = opponent's choice.

DIRECTIONS:
1. Using tagboard, cut the desired number of 6"x6" gameboards. Draw a 3-square by 3-square grid on each gameboard. Randomly write in single digit numerals 1-9. No two gameboards should have the numerals placed exactly the same.
2. For each gameboard have a small can (such as an 8 oz. tomato sauce can). Be certain there are no sharp or jagged edges around the open top. Cover the outside of the can with colored paper, if desired.
3. Provide a supply of beans to use as playing pieces. Large size beans in a color contrasting with the gameboard work well. Put 2 beans in each can for playing.
4. Construct several practice sheets to use as answer pages for the "Apply" excercise. Make several versions, such as a short form (1-3 repetitions of the basic facts being studied), a long form (50 problems), a "mixed facts" form, etc.

SOURCE: Mary Margaret Blout, Beckwith Elementary, Fayette Co., WV

Skill Category: Computation - Whole Numbers
Skill Numbers: M01003 M01004 M02005 M03004
Objective: to master whole number basic facts in addition, subtraction, multiplication, division
Method of Presentation: ACTIVITY
Grades: 1-6



ACTIVITY: BASIC FACTS SPINNERS

INTRODUCE: Orally review basic math fact(s) being learned with the students. Work with one set of facts, such as addition, or with a mix of facts, +, -, x.

INTERACT: Working in pairs, students take turns spinning the spinner on a fact card and answering the problem spun. This can be used as practice (no time limit) or with a 3-second time limit for each answer. Exchange cards among pairs of students to provide practice with a variety of facts.

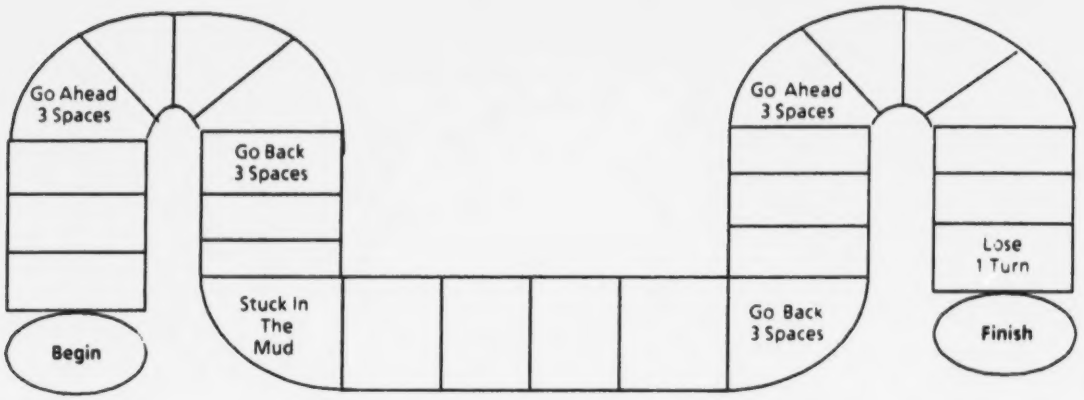
APPLY: Each student is given a ditto sheet containing "pie-shapes" with the facts being studied written on them. These shapes match the numbers on the Basic Fact Spinners given the student. After the instructor says "Start", students have 3 minutes to spin as many problems as they can, trying to spin and write the answer for each problem in the pie. At the end of 3 minutes students must stop work. If they spun and correctly answered all the problems on a pie, they can put a star on their Basic Facts chart, with the goal of a star for every basic facts set.

EXPAND: Students practice "timed races" by writing the answers to 50 - 100 mixed basic facts. Use a time limit of 1 minute to 3 minutes. Have students record their score on a graph, each time trying to improve their score towards 100% correct.

DIRECTIONS:
1. Cut pieces of oaktag paper (6"x9"), one for each fact to be learned. On each, draw a circle and divide the circle into 8 pie-shaped sections.
2. In each pie-section, write one number of the fact; on the bottom of the card write the math sign and the second number of the fact.
3. Laminate the cards, if desired. Connect a spinner to the center of each circle.

SOURCE: Rita Demundo, Sanford & McNinch Elementaries, Marshall Co., WV

Skill Category: Computation
Skill Numbers: Any math computation objective
Objective: to practice various math skills being learned by students
Method of Presentation: GAME
Grades: 1-8



ACTIVITY: PLAYING FOR PRACTICE

INTRODUCE: Review the math concept to be practiced. It is necessary that this be a math skill previously taught students and one which they have previously practiced on the blackboard and/or with paper-and-pencil activities.

INTERACT: This game is played in groups of 2-4 players. Each student has scratch paper, if needed, for computing answers to the problems. Students roll the die/ dice and the student rolling the highest number begins play. Each student, in turn, draws a card and answers the problem on the card. The other students must concur that the answer is correct. If the answer is correct, the student rolls the die/dice and moves the number of spaces shown.

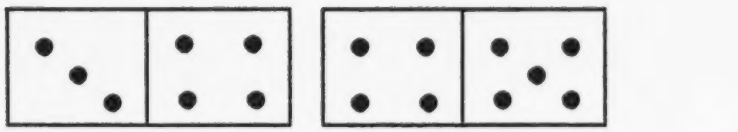
APPLY: Students create problems using the skill being practiced. The students exchange papers and answer each other's problems. Students select two problems off the paper to write on cards. These cards are then included in the game.

EXPAND: Adapt this game to practice a wide variety of skills being learned by the students.

DIRECTIONS:
1. Using 18"x24" tagboard, make a gameboard with as many spaces as desired (fewer spaces for a shorter game or more spaces for longer practice).
2. Mark the first space as "Begin" and the last space as "Finish". On random spaces of the gameboard, add interest to the game by creating "Go Back 3 Spaces" and "Stuck in the Mud" spaces. (A student gets past a "Stuck in the Mud" space by answering two problems in a row correctly.) Other such "interest" spaces can be added as desired, but leave the majority of spaces blank so students will get ample math practice in the game.
3. Laminate the gameboard.
4. Provide one die (or a pair of dice, if desired) and a supply of place markers (e.g., buttons, beans). Store the die/dice and markers in an envelope.
5. On 3x5 card, write a problem applying the skill being practiced. Make as many cards (each with a different problem) as needed to play the game.

SOURCE: Karen Pierce, Hedgeville Elementary, Berkeley Co., WV

Skill Category: Computation - Whole Numbers
Skill Numbers: M01003 M01004 M02005 M03004
Objective: to recall from memory the appropriate sum or product for a given fact
Method of Presentation: GAME
Grades: 2-6



3 × 5 = _____

ACTIVITY: ADDITION (or MULTIPLICATION) DOMINOES

INTRODUCE: Review concepts being practiced. Check students' knowledge about dominoes (e.g., what a domino looks like, what numbers are on dominoes, how to play dominoes). Explain this game's variation to the regular game of dominoes.

INTERACT: Students play this game in groups of 2 - 6, using a set of Double Nine dominoes. With dominoes placed number-side down, each player chooses 7 dominoes. The player with the largest "double" (e.g., a domino with "6" on each end) begins play. Students take turns with play rotating clockwise. A student earns points when (1) s/he matches one end of a domino to the same number on a second domino, and (2) using the outside numbers, correctly answers the addition (or multiplication) fact. The value of the answer determines the points earned (e.g., 6 + 8 = 14 would score 14 points). The player with the most points at the end of the time allotted is the winner.

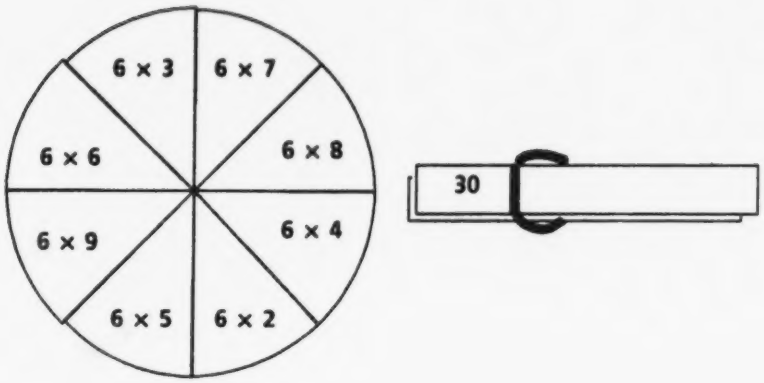
APPLY: A variation on the game uses a worksheet of the basic facts being studied. After the basic fact is answered in the game, it is written on the worksheet. The first student to answer all of the facts (in both the game and the worksheet) is the winner.

EXPAND: Another version of the game requires a "bone pile" (dominoes not chosen when players selected the original 7 dominoes to begin play). When a student cannot match an available number, the student must select extra dominoes from the "bone pile" in an effort to draw a number which can be matched. Up to 3 extra dominoes can be drawn in this effort; then play automatically rotates to the next player. A student playing a "double" domino earns an extra turn to play one of his/her remaining dominoes. The first student to play all of his/her dominoes is the winner.

DIRECTIONS: Provide one set of Double Nine Dominoes for each group of students.

SOURCES: Mary Jane Hall and Debra Spadafore, Anna Jarvis Elementary, Taylor Co., WV

Skill Category: Computation - Whole Numbers
Skill Numbers: M01003 M01004 M02005 M03004
Objective: to demonstrate mastery of basic multiplication facts
Method of Presentation: ACTIVITY
Grades: 3-6



ACTIVITY: MULTIPLICATION CLIP

INTRODUCE: Review multiplication facts with students. Practice these facts in a variety of ways (e.g., flash cards, worksheets) until students are familiar with the facts.

INTERACT: Students complete this activity in pairs or individually. The student matches the answer on the clothespin to the correct problem on the wheel by clipping the clothespin to answer space.

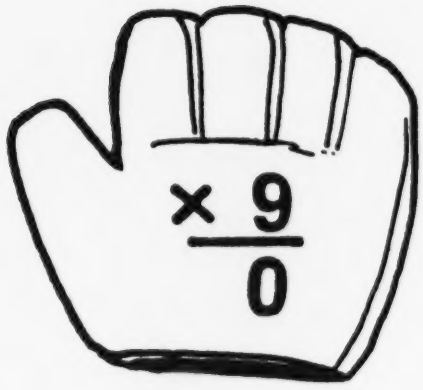
APPLY: When students demonstrate competence in matching the clothespins and wheels, give them a worksheet with 50 of the same facts. Give students 1 - 2 minutes to answer these problems. Check for mastery (100% accuracy).

EXPAND: Adapt this activity to practice other skills the students are expected to learn by memory to mastery.

DIRECTIONS:
1. Using tagboard or heavy paper, cut circles the size of LP records (or smaller, if you wish to store this activity in self-closing storage bags). Cut one circle for each set of facts being studied.
2. Divide each circle into 8 sections. Write one multiplication problem in each section (omitting the answer). Laminate each circle.
3. Write the answer to each problem on a wood clothespin. Put clear nail polish over the answer for longer durability.
4. Store each circle and its corresponding answer - clothespins in a manila envelope or self-locking storage bag.

SOURCE: Regina Hoff, Lory-Julian Elementary, Boone Co., WV

Skill Category: Computation - Whole Numbers
Skill Numbers: M03004
Objective: to demonstrate mastery of multiplication facts
Method of Presentation: ACTIVITY
Grades: 3-6



ACTIVITY: PLAY BALL!!

INTRODUCE: Review multiplication facts with students. Practice these facts in a variety of ways (e.g., flash cards, worksheets) until students are familiar with the facts.

INTERACT: Students work in pairs or individually on this activity. Students place the gloves in front of them and match a ball to a glove to correctly complete each fact.

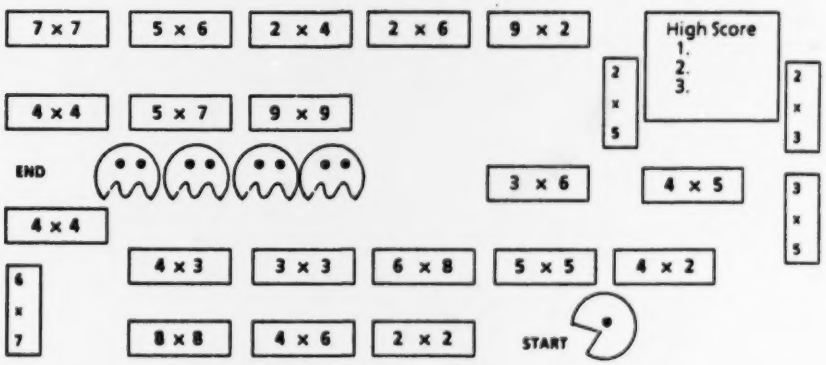
APPLY: When students demonstrate competence in matching the balls and gloves, give them a worksheet with 50 of the same facts. Give students 1 - 2 minutes to answer these problems. Check for mastery (100% accuracy).

EXPAND: Adapt this activity to practice other skills the students are expected to learn by memory to mastery level.

DIRECTIONS:
1. Using tagboard, trace and cut out 11 ball gloves for each set of multiplication facts to be practiced. On each glove give the product and 1 factor (e.g., -- x 9 = 27).
2. Using tagboard, trace and cut out 11 balls. On each ball write a number 0 - 10 to complete each fact.
3. If desired, code the matching ball and glove for self-checking. For example, make three red dots on one matching ball/glove, two blue dots on another matching ball/glove, etc.
4. Laminate the balls and gloves and place them in an envelope for storage.

SOURCE: Dorothy Newell, Tavennerville Elementary, Wood Co., WV

Skill Category: Computation - Whole Numbers
Skill Numbers: M01003 M01004 M02005 M03004
Objective: To demonstrate mastery of basic math facts
Method of Presentation: BULLETIN BOARD
Grades: 4-6



ACTIVITY: PAC MAN GOBBLES FACTS

INTRODUCE: Using flash cards, review basic math facts previously taught. Ask the students who Pac Man is and how the Pac Man game is played. Describe the Pac Man Gobbles Facts game to the students.

INTERACT: Each student will take a turn with Pac Man through the maze. Pac Man gobbles each fact after the student gives the correct answer; 5 points are scored for each correct answer. Students keep a record of the points and post the "High Score for the Day."

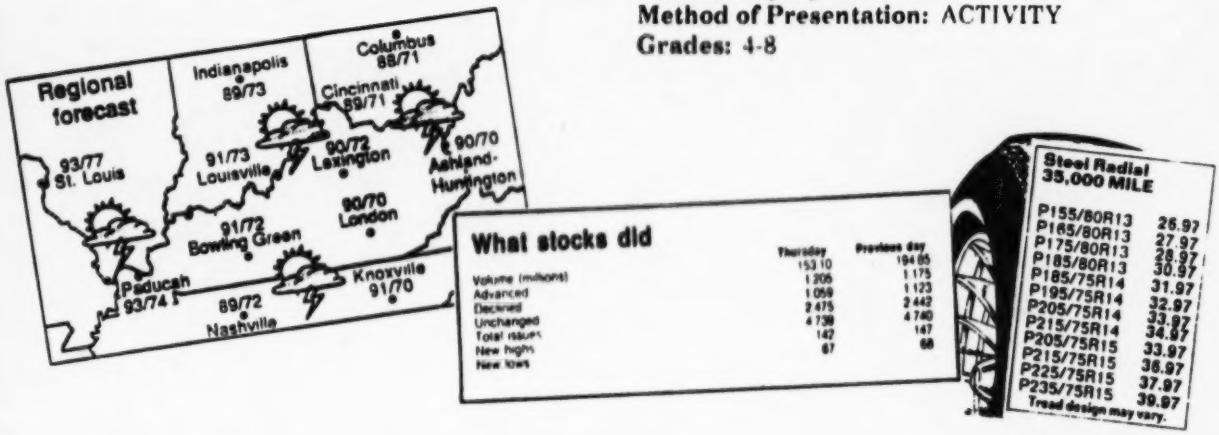
APPLY: Provide regular practice answering basic facts in both oral and written formats. Use 1-minute timed tests for students to write as many answers as possible on a worksheet of 100 mixed facts. Students aim for 50-75 correct answers in the allotted time. Set weekly goals (e.g., 60 correct answers 3 days in a row), raising the goal as needed to promote mastery. Students graph their daily scores to measure growth toward mastery.

EXPAND: As students master their basic facts through oral and written drill, progress is tracked on individual Star Charts. As a student meets pre-established criteria (e.g., 100% oral accuracy on set of 12 facts within 30 seconds), a star can be put on the student's chart. When a student earns a star, an addition is made to the class bulletin board display (e.g., clown holding bouquet of balloons, tree with apples). When a student has mastered all the basic facts, s/he can ask to take the mastery test. Passing the mastery test earns the student a certificate and an opportunity to get into the "treasure box" to receive a small prize.

DIRECTIONS:
1. Put up colored background paper on the bulletin board and the letters to the title "PAC MAN GOBBLES FACTS."
2. On 3"x5" cards, write the math basic facts being studied. Using these cards, create a maze on the bulletin board display. In the center of the maze, put four ghosts. Pin Pac Man at the "Start" of the maze.
3. Organize additional materials for practicing the basic facts being learned. Two possibilities: a worksheet with 100 random fact problems; individual sets of flash cards written on 3"x5" cards.

SOURCE: Helen Webb, Nellis Grade, Boone Co., WV

Skill Category: Computation - Whole Numbers
Skill Numbers: Various
Objective: to find examples of how math is used in everyday life
Method of Presentation: ACTIVITY
Grades: 4-8



ACTIVITY: READ AND FIND: NEWSPAPER MATH

INTRODUCE: Brainstorm with students examples of math in everyday life. Focus on information that can be found in a newspaper.

INTERACT: Students work in groups of 2-4 for this activity. Each group is given a newspaper, scissors, glue and a large piece of butcher paper. A worksheet provides a list of "problems" to be answered using the newspaper. As students find newspaper articles and/or advertisements to use in answering the worksheet problems, these are cut out and set aside.

APPLY: Students compute the answers to worksheet problems using the newspaper articles. The newspaper articles are glued on the butcher paper and the computation problem written beside the article.

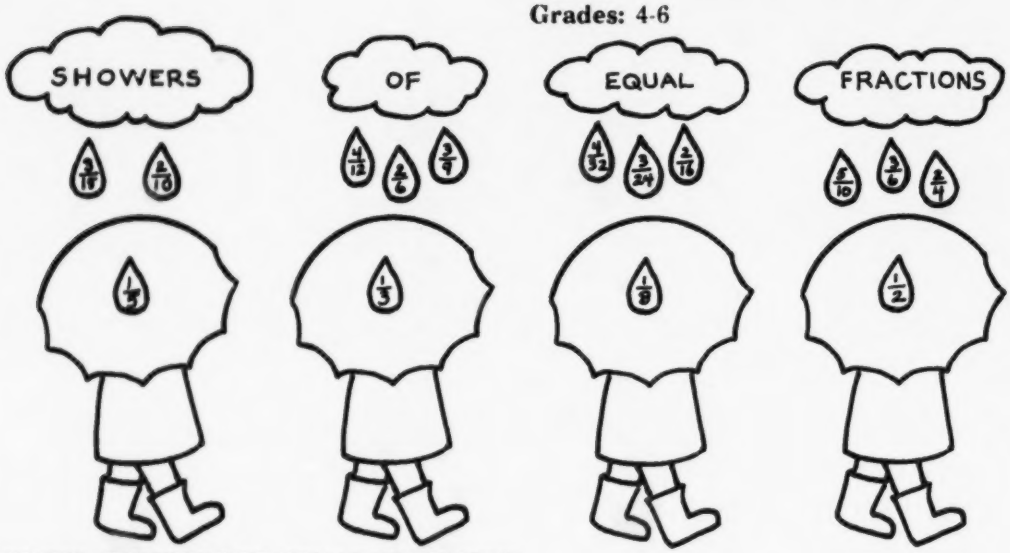
EXPAND: Students write ten new problems to be answered with information available in their newspapers. They follow the same procedure as in "Apply" to solve these problems.

DIRECTIONS: 1. For each group of students provide a newspaper, glue, scissors and a large piece of butcher paper.
2. Make a worksheet of "generic problems" for the students to solve. *Examples include:*

- *Use information in a grocery ad to show how you will spend $25.*
- *Find the price of the most expensive car or truck listed in the classified ads and the least expensive car or truck. What is the difference in price between these two vehicles.*
- *Find a sports score. What was the margin of victory for the winning team?*
- *Look at the movie section and find a movie you would like to go see. Check the schedule and compute the time between this first showing and the second showing.*
- *In the weather section, find the highest temperature listed for a city and the lowest temperature listed. What is the difference between these two temperatures?*
- *Use department store ads to show how you would spend $250.*

SOURCES: Bonnie McClung, Frank Mace and Dianna Wood, Chandler and Piedmont Elementaries, Kanawha Co., WV

Skill Category: Computation - Fractions
Skill Numbers: M05006 M06006
Objective: to identify equal fractions with different denominators to have the same value
Method of Presentation: BULLETIN BOARD
Grades: 4-6



ACTIVITY: SHOWERS OF EQUAL FRACTIONS

INTRODUCE: Discuss equal fractions, working through several examples together until the instructor is satisfied that the students understand the concept.

INTERACT: As a group activity, complete the bulletin board. Give each student an equal number of raindrops and take turns hanging each raindrop with its equivalent.

APPLY: Working individually or in pairs, students complete the bulletin board. This is done as a "Filler Activity" when the student's work is completed. Each student accurately completing the bulletin board can receive some small reward (e.g., a "Bonus Star"; 5 Bonus Stars = playing the math game of his/her choice).

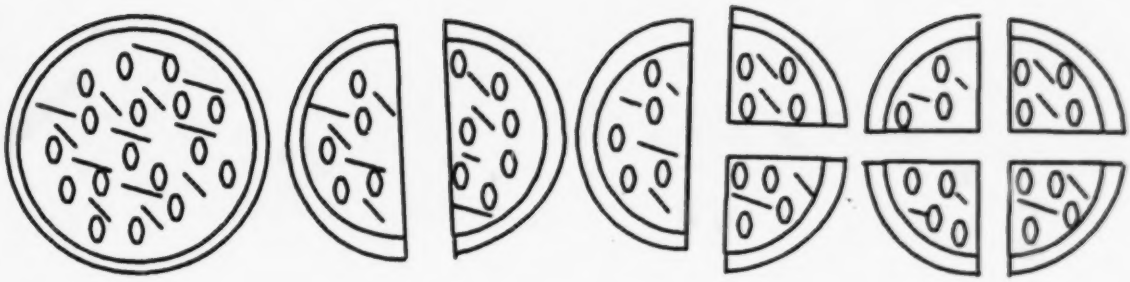
EXPAND: Make a set of cards using pairs of equivalent fractions + one "Old Maid" (unmatched card). Students play a game like "Go Fish", by asking another student for a card to match a fraction card in his/her hand. For example, a student holding the "2/4" card could ask for a "1/2" card from another player. The student pairing all of his/her cards first wins. The student left with the "Old Maid" loses.

DIRECTIONS:
1. Put up background paper on the bulletin board (any color except blue).
2. Using colored construction paper, draw umbrella/raincoat figures. Cut one for each equal fraction you are teaching. The umbrellas, raincoats and boots should be different colors.
3. Using blue construction paper, cut out one raindrop for each equivalent fraction being studied as in the illustration above. Write the fractions clearly on each raindrop. Pin an equal fraction on each umbrella. Put a pin in the top of each equivalent fraction.
4. Draw and cut out of construction paper four white or light gray clouds. Write one word of the title on each cloud "SHOWERS OF EQUAL FRACTIONS".
5. Students pin each raindrop above the appropriate umbrella to demonstrate the knowledge of equivalent fraction sets.

SOURCE: Kathleen Sloan, Crichton Elementary, Greenbrier Co., WV

Skill Category: Computation - Fractions
Skill Numbers: M05006 M06006
Objective: to identify equivalent fractional parts and to perform basic computation using fractions
Method of Presentation: ACTIVITY
Grades: 4-6

FOOD FRACTIONS



ACTIVITY: ENJOYING FRACTIONS

INTRODUCE: Use a food item (or paper fascimile) that can be divided into equal portions; a pizza works well. Start with the whole pizza. Then divide it into halves. Discuss the concept of fractions and determine that 1 = 2/2. Have students fill in a chart (worksheet or blackboard) to list that equality.

INTERACT: Continue the discussion of equivalent fractions by dividing the pizza into 4ths, 8ths, and 16ths. Write the answers on the chart as you divide the pizza into smaller pieces, showing the various equivalents. Encourage students to determine the various equivalents by looking at the pizza pieces (e.g., "How many ways can we say "1/4" with the pizza pieces?").

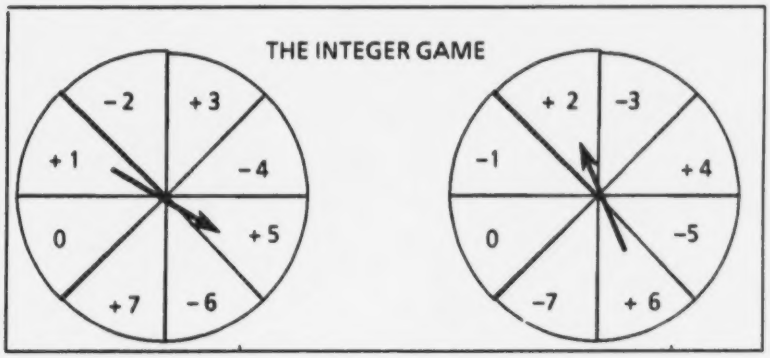
APPLY: Make up fraction computation problems using "pizza pie" fractions. Students take turns answering. Have students write problems which can be answered using pizza pie fractions. The students' problems are duplicated on a worksheet for all students to answer.

EXPAND: Make a "FOOD FRACTIONS" bulletin board display. Students cut pictures of round or square foods (e.g., pies, cookies, brownie, hamburger) out of magazines. The food shapes are then cut into equal fractional parts and used to display fraction computation problems. For example, "1/2" (half of a pie) + "1/4" (one quarter of a pie) = "?."

DIRECTIONS: 1. If desired, use a large pizza for this activity. Otherwise, use tag-board or cardboard and make a circle the size of a large pizza. Some pizza restaurants will provide cardboard circles which can be used. Optional: decorate the pizza using creative ideas ("tennis shoe pizza" decorated with magazine pictures of different tennis shoes) or appropriate food choices.
2. Make a blank chart for recording the equivalent fractions.
3. For the "Expand" activity, provide a variety of magazines which contain food pictures.

SOURCE: Brenda Wilson, Eccles Elementary, Raleigh Co., WV

Skill Category: Computation - Integers
Skill Numbers: M07005 M08002
Objectives: to add, subtract, multiply and/or divide integers
Method of Presentation: BULLETIN BOARD
Grades: 6-8



ACTIVITY: THE INTEGER GAME

INTRODUCE: Review the previously taught concepts about integer operations. Construct an integer numberline to demonstrate addition/subtraction and/or construct a chart to demonstrate how multiplication/division affects the +/- signs of the problem.

INTERACT: The teacher demonstrates the activity to the group. Students work in pairs to practice The Integer Game. Taking turns, each student spins the two wheels and uses the numbers to make an addition, subtraction, multiplication or division problem. The answer is recorded after being verified as correct by the second student. The game continues for 10 turns, then the cumulative score is totaled for each student. The student with the highest total (+ or -) wins.

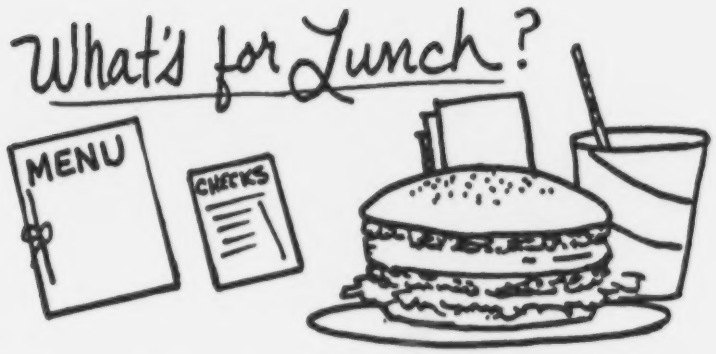
APPLY: Give each pair of students a worksheet of word problems which involve integers (e.g., +/- weather temperatures). The problems should mix computation skills (e.g., addition, subtraction and multiplication problems in random order). Students work together and solve each problem.

EXPAND: To practice more difficult computation, use a 2-card version of the activity. Each pair of students has a 9"x15" card with 2-3 spinner wheels (3 wheels = ones, tens and hundreds place value). One card is labeled "Positive Integers" and the other card is labeled "Negative Integers". One student spins the wheels to determine the positive integer and the other student spins to select the negative integer. The students then add, subtract and multiply the two numbers to obtain the correct answers.

DIRECTIONS:
1. Cover the bulletin board with colored background paper. Put up letters to spell the title "The Integer Game."
2. Cut two large circles from tagboard and divide the circles into eighths. Color alternate sections of the circle different colors (e.g., yellow and green). Write a positive or negative integer into each section of the circles.
3. Attach an arrow-shaped spinner to the center of each circle, using a paper fastener. Attach the circles to the bulletin board.

SOURCE: Karen Stinespring, Pleasant Hill Elementary, Calhoun Co., WV

Skill Category: Problem Solving
Skill Numbers: M04008 M05002 M06008
Objectives: to practice with problem solving and basic operational computation
Method of Presentation: BULLETIN BOARD
Grades: 4-6



ACTIVITY: WHAT'S FOR LUNCH?

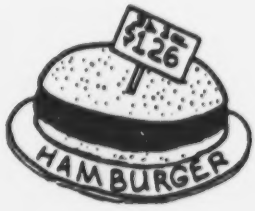
INTRODUCE: Discuss with students how math is used when they go to a restaurant. Ideas include: taking down an order and computing the total cost; computing a tip and making change.

INTERACT: Students work in pairs for this activity. They choose a problem from the bulletin board, select the appropriate menu and write up the order as specified in the problem.

APPLY: Students perform the computation necessary for the problem. This may include computing the total for the food ordered, computing tax and the new total with tax included, making change for a specified amount of money and figuring an appropriate tip.

EXPAND: Students create new problems to add to the bulletin board activity. These problems are written on cards and included on the bulletin board.

DIRECTIONS:
1. Collect a variety of menus from local restaurants. Laminate these menus.
2. Cover the bulletin board with colorful background paper. Put up lettering for the title WHAT'S FOR LUNCH? Decorate the bulletin board with pictures of food items.
3. Obtain an order pad from a restaurant or make a form on which each order can be written.
4. On 3x5 or 4x6 cards, write out problems for the students to solve based on the menu items. These problems can include the list of food items ordered with questions requiring students to compute the total price of the food ordered, compute tax and the new total with tax included, make change from a specified amount of money and figure an appropriate tip. Place these cards in a pocket on the bulletin board.
5. Pin the menus on the bulletin board for use in solving the problems written by the instructor.
6. If desired, make a self-checking answer card for each problem. Code these cards to match the respective problems. Place these answer cards in another pocket on the bulletin board.



Skill Category: Money
Skill Numbers: M04011 M06017
Objective: to perform calculations involving money (amounts to $5.00 and $10.00)
Method of Presentation: BULLETIN BOARD
Grades: 4-6

ACTIVITY: FOOD FOR THOUGHT

INTRODUCE: Talk about how the price of a food item is based on the cost of the ingredients. At a level appropriate for the students, discuss consumer economics and per unit pricing by converting measurements. Explain how this can be helpful in figuring out what is the best buy for the money.

INTERACT: Compute the price of a hamburger by adding the price of the meat (4 patties per pound) + the cost of the bread (8 buns per 12 oz. package). Decide if it costs less to add french fries or cheese (cheeseburger) to the meal. Have the students work in pairs to think up two foods using the "ingredients" on the bulletin board and then compare which is the better buy.

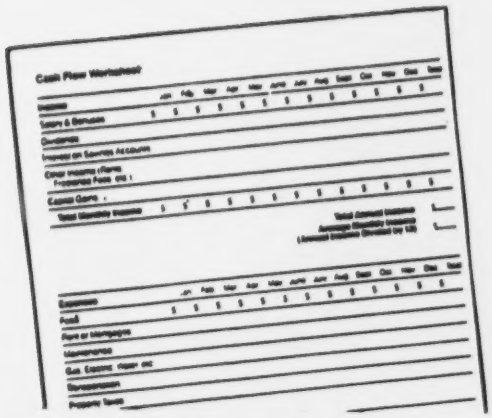
APPLY: Students, working individually or in pairs, draw a card from the bulletin board display. The price of the food on the card is computed and/or the costs of the two foods listed are compared in order to answer the question on the card.

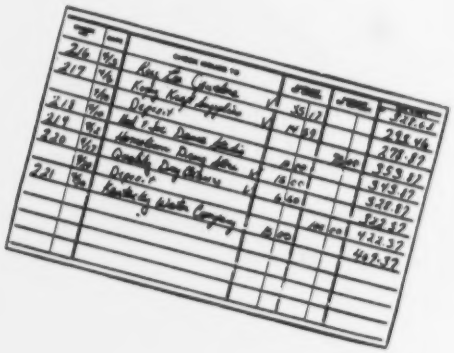
EXTEND: Each student makes up a "food for thought" card for the bulletin board. Students answer each other's cards. Students can also review newspaper ads to find other food ads/prices to make a new bulletin board display.

DIRECTIONS:
1. Make a bulletin board by putting up background paper and the letters "FOOD FOR THOUGHT."
2. Using colored construction paper, make display size pictures of various food items with corresponding cards specifying the main ingredients used to make the food, such as a hamburger (4 oz. meat + 1 bread bun), an ice cream sundae (8 oz. ice cream + 2 oz. chocolate syrup + 2 oz. walnuts) and a 12 oz. order of french fried potatoes.
3. Using newspaper grocery ads, cut out pictures and prices of the ingredient foods [ground beef = $1.26/lb.; 1/2 gallon ice cream = $2.99; bread = $1.09/loaf (32 slices)]. Make sure there are ingredients and prices adequate to compute the food items pictured on the bulletin board.
4. Using 3"x5" cards, write a "food for thought" problem appropriate for the students on each card. Make several cards for each student to give adequate practice at this activity. Store the cards in a pocket which is part of the bulletin board display.
5. Trace a hand with the index finger extended on construction paper. Cut out the shape of the hand. Tie a real string around the finger and attach the hand to the background paper of the bulletin board. On an 8 1/2"x11" paper, write a "REMEMBER" list of measurement equivalents used in the problems. Examples include 1 lb = 16 ounces; 1 qt = 32 oz; 1/2 gal = 64 oz; etc.

SOURCE: (Adapted from) Dale McClung, White Sulphur Elementary, Greenbrier Co., WV

Skill Category: Money
Skill Numbers: M04011 06017
Objective: to perform calculations involving money
Method of Presentation: ACTIVITY
Grades: 5-8





ACTIVITY: FAMILY BUDGET

INTRODUCE: Using semantic mapping, discuss the concept of a family budget. Give each student a packet containing a paycheck, checkbook,, bills and instruction sheet.

INTERACT: Working in pairs, students learn to write a check and balance a checkbook. The teacher should use direct instruction for these skills and any other necessary budgeting skills. This instruction should include providing assistance and examples as needed.

APPLY: Each pair of students runs a family budget, based on the materials in the packet. Students should complete the following activities:

1. *sign and deposit the paycheck;*
2. *pay all the bills in the packet (e.g., mortgage, car loan, utilities);*
3. *order clothing for a family of four, using a catalog and order form and paying by check; and*
4. *shop for food for one month, using newspaper grocery ads for ideas and prices;*
5. *write a check for gasoline after computing a gas budget based on mileage and price of gas; and*
6. *determine the amount of money left for emergencies or special activities.*

EXPAND: Expand the budget activity by extending the budget over three or four months, requiring students to manage the money to save for a major purchase. A major purchase (e.g., appliance, stereo, TV) is chosen based on consumer report comparison and price shopping. Each pair can draw a "wild card" to use in one of the months. That wild card can be good (e.g., a birthday present of $100) or bad (e.g., medical expenses of $180 for a broken arm).

DIRECTIONS:
1. Organize student packets containing the following items: a paycheck, checkbook with blank checks and a check register, copies of several bills (mortgage, car payment, electric, telephone, gas) and a chronological list of the activities to be completed.
2. Some banks have promotional packages of blank checks which can be used to give the project "authenticity." Otherwise, the teacher can duplicate blank checks for use in these activities.
3. Make up a "Hints" sheet to provide instructions for each activity.
4. Collect several copies of mail order catalogs and newspaper grocery ads.

SOURCE: Jody McCrady, Fairplains Elementary, Wood Co., WV

Skill Category: Measurement
Skill Numbers: M02009 M03011 M04009 M05019 M06009 M06010 M06012 M06013
Objective: to practice map reading and using scale of miles to determine mileage
Method of Presentation: ACTIVITY
Grades: 1-8

ACTIVITY: LAUNCHING HELIUM BALLOONS

INTRODUCE: This activity will involve all the Chapter 1 students in the school. Discuss with students concepts related to the project. These include: helium ballons rise and travel on wind currents; tracking where balloons travel based on the postcards returned; and using a map to identify these locations.

INTERACT: Chapter 1 students fill out postcards with their name, the school's name and the mailing address of the school. A hole is punched in a corner of each postcard and each is tied to a helium balloon using string. As a group activity, all students launch the helium ballons.

APPLY: Students will anxiously await their balloon cards' return. When a card is returned, that student identifies on the bulletin board map where the balloon traveled. The student fills in the appropriate information for his/her construction paper balloon: student's name and where the balloon went. That balloon is posted on the bulletin board display. Each student writes a thank you note to the person who returned their card.

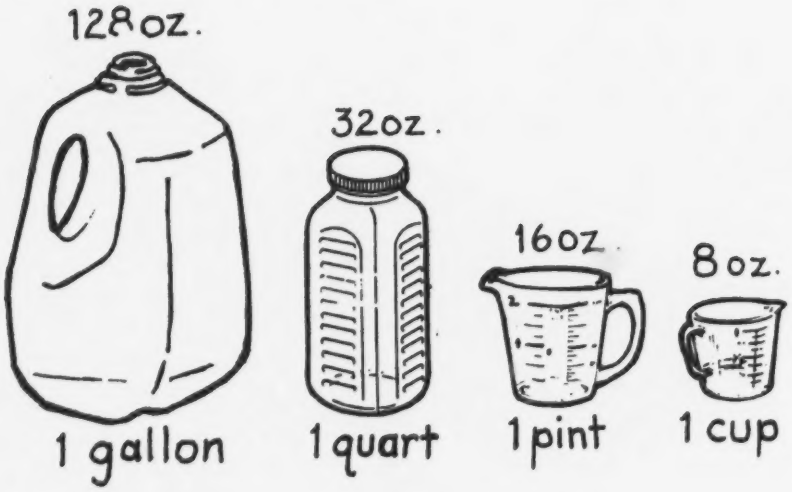
EXPAND: After the cards have been returned, the older Chapter 1 students (e.g., grades 5-8) complete a chart of information based on the balloon project. This information chart can include the following: number of balloons launched, number of cards returned, percent of total returned, and mileage for each balloon card returned (based on map scale). This information can then be used to compute average number of miles traveled by a balloon, closest balloon, balloon that traveled the farthest, location with most balloons at one site, and total number of miles traveled by all the balloons for which cards were returned.

DIRECTIONS: 1. Purchase balloons and arrange for filling them with helium on the day the balloons will be launched. If possible, arrange for each student to launch more than one balloon. (Suggestion: this can be the culminating activity of a recreational reading program where students "earn" one balloon for each 100 pages read or for every five books read during a specified period.)

2. Provide postcards or make postcards using tagboard. On one side of each postcard duplicate a message such as: Hello! This postcard is part of a project at ---- Elementary School. The student sending this card is: (allow lines for the student's name, grade level and teacher's name). Please let us know how far this balloon traveled by filling in the following information and mailing this card back to us. Thank you! (Allow lines for name, address, city/state/zip code). On the other side of each postcard, duplicate the school's mailing address.
3. Schedule a "launch date" for letting the balloons go. If the weather is not favorable on that date, reschedule for more favorable weather conditions. On that day, students tie each postcard to a balloon. Students all holding their helium balloons countdown (e.g., "10, 9, 8, ...") and let all balloons go at the same time.
4. Cover the bulletin board with colorful background paper. Put up the title "LOOK WHERE OUR BALLOONS WENT."
5. On the left side of the bulletin board, place a clown holding balloons in his/her hands. Make the clown out of poster board.
6. On the right side of the bulletin board, put a map of the eastern United States. This map should be a detailed road map which includes names of cities and small towns.
7. Using colorful construction paper, cut out balloon shapes. Duplicate on each balloon a line for writing the student's name and the location of where the balloon traveled.
8. Provide colorful yarn. When a card is returned, the student completes the information on the construction paper balloon and pins the balloon on the bulletin board. Yarn is used to connect the balloon to the specific location on the map.

SOURCES: Susan Nelsen and Marbeth Emond, Clendenin Elementary, Kanawha Co., WV

Skill Category: Measurement
Skill Numbers: M05020 M04010 M03010
Objective: to measure in liquid metrics
Method of Presentation: ACTIVITY
Grades: 2-5



ACTIVITY: LIQUID MEASUREMENT

INTRODUCE: Use a bulletin board display of common liquid measures to discuss measurement of liquids. Use semantic mapping techniques to discuss the appropriate vocabulary.

INTERACT: Perform the experiments in a dishpan (to collect any spilled liquid). Allow the students to work in pairs to measure water needed to fill an ounce, a cup, pint, quart and gallon. As students establish equivalents, they record their findings on a chart listing the common equivalents. The teacher concludes the activity by completing one class chart (on an overhead transparency) while students self-check their own charts.

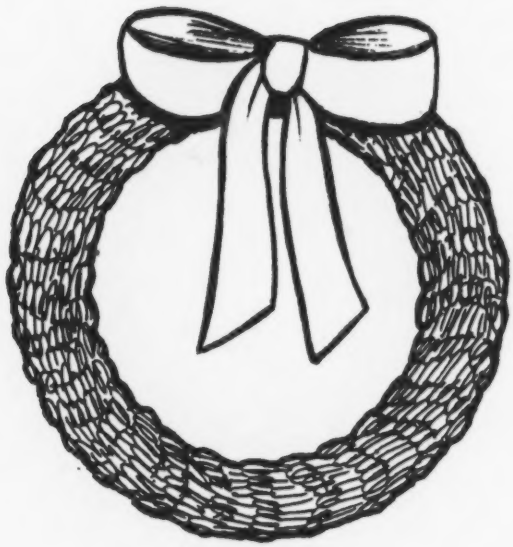
APPLY: Use a worksheet format to solve measurement word problems based on the equivalents established in the prior activity.

EXPAND: Use a flavor of juice selected by the students. Each student measures 3 oz. of juice into a 3 oz. cup. Place a wooden stick in each cup and freeze. The children can enjoy the "fruits" of their labor.

DIRECTIONS:
1. For each pair or group of students, organize a measurement set. This includes a dishpan, a 1-gallon container (plastic milk jug) filled with water, an 8-oz. measuring cup marked in ounces, a pint container and a quart container.
2. Make a worksheet to outline the chart of common equivalents. Students will complete the worksheet as they perform the measurement experiments.
3. Buy 3 oz. paper cups and wooden sticks for the "Expand" activity. Allow the students to choose a flavor of juice and purchase adequate juice (3 oz. per student).

SOURCE: Anne Jones, Philippi Elementary, Barbour Co., WV

Skill Category: Measurement
Skill Numbers: M05019 M06009-13
Objective: to accurately measure in inches and yards
Method of Presentation: ACTIVITY
Grades: 5-7



ACTIVITY: CHRISTMAS WREATHS

INTRODUCE: Show the students a model of the Christmas wreath tree decoration. Demonstrate how to make the wreath ornament and explain that the students will make these ornaments to decorate the class Christmas tree.

INTERACT: Students work in pairs for this activity. Each pair of students is given a list of the materials needed and step-by-step directions for completing the wreath. Students are instructed to gather the materials needed to make two wreaths and to measure the macrame' cord to the specified lengths. The teacher checks the measurement and cuts the cord for the students if they have measured correctly.

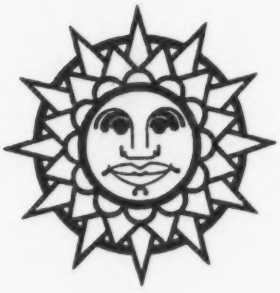
APPLY: Students follow the directions on the sheet to construct two wreaths.

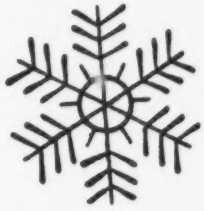
EXPAND: (1) Adapt the activity to require measurement in meters and centimeters. (2) Have students demonstrate wreath making to another class of students. (3) Have students adapt the directions to make larger or smaller wreaths.

DIRECTIONS:
1. For each ornament, provide 2 1/2 yards of 3 1/2 mm green or white macrame' cord, 1 metal ring (2 1/2" - 3" in diameter), and 14" of red ribbon. Glue is also needed for this project.
2. The directions for making a wreath are: cut macrame' cord the specified length. Using the metal ring as a filter, tie half-knots continuously around the ring until the ring is covered. Glue the final knot and trim the excess cord. Tie the 14" red ribbon into a bow and glue the bow on the wreath. Hang the wreath on the tree.
3. These decorations make nice little gifts for students to take home to their parents.

SOURCE: Janet Emerson, Phelps School, Casey Co., KY

Skill Category: Measurement; Tables and Graphs
Skill Numbers: M04012 M05012-14 M05025 M07015-16
Objective: to accurately read a thermometer, complete a chart and read the chart to find information
Method of Presentation: ACTIVITY
Grades: 2-7





ACTIVITY: GRAPHING TEMPERATURE

INTRODUCE: Using semantic mapping, discuss terms related to thermometers and temperature. Demonstrate for students how to read a thermometer. For older students, it may be appropriate to discuss both fahrenheit and centrigrade scales for temperature.

INTERACT: Mount an outdoor thermometer outside the classroom window (or an indoor-outdoor thermometer to get dual readings). Each day for one month have students take turns reading the temperature and recording the temperature on a class chart. Additional weather information may also be recorded on the class chart (e.g., sunny, cloudy, raining, snowing).

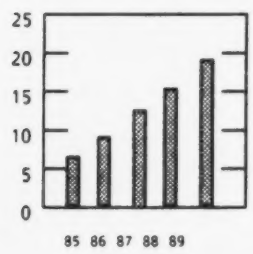
APPLY: At the end of the month, give students a copy of the daily temperatures and weather information recorded. Use that information to make a chart. Students may work in pairs to construct the graphs. Provide students graph paper and assist them in constructing a temperature graph (suggestion: make a line graph). If other weather information has been recorded, additional graphs can be constructed (e.g., bar graph or pie graph).

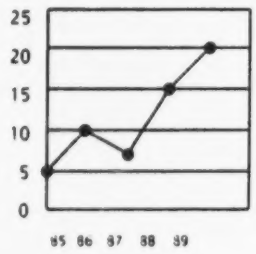
EXPAND: Students use their graphs to answer a set of questions, such as "On how many days was the temperature below freezing?" and "How many days were both sunny and with temperature above 60?" Make the questions appropriate to the information recorded on the charts and graphs the students made.

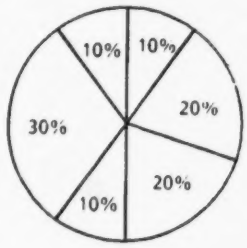
DIRECTIONS: 1. Mount an outdoor (or indoor-outdoor) thermometer by a window where it can be easily read by the students.
2. Draw a blank chart to record the information recorded by the students. This chart can include columns for information such as date, temperature, weather conditions and/or wind
3. Provide each student several sheets of graph paper appropriate to the age of students. This might be graph paper marked in centimeter squares or ten squares per inch.

SOURCE: Barbara Overly, Belinton Elementary, Bourbon Co., WV

Skill Category: Tables and Graphs
Skill Numbers: M04012 M05025 M07015-16
Objective: to construct different types of graphs and to answer questions based on these graphs
Method of Presentation: BULLETIN BOARD
Grades: 4-8







ACTIVITY: MAKING GRAPHS

INTRODUCE: Discuss the concept of graphs with students and different ways graphs are used to provide information. Illustrate four types of commonly used graphs: circle, line, bar and pictograph.

INTERACT: Students work in pairs or individually on this activity. Students choose a packet which contains the information needed to make a graph. Using the information provided, a graph is drawn on the laminated sheet provided. Students check the accuracy of their graph before proceding to the next step.

APPLY: After ensuring that their graph is accurate, students use their graph to answer the questions on the question card. Then, using the answer card, those answers are checked.

EXPAND: Students use the information provided in the packet to construct a different type of graph with that same information. For example, students will use the information provided for the line graph to construct a bar graph.

DIRECTIONS:
1. Cover the bulletin board with background paper. Put up lettering for the title MAKING GRAPHS. Across the top of the bulletin board put up illustrations of four common types of graphs: circle, line, bar and pictographs.
2. Put up four manila envelope packets on the bulletin board. Label one envelope CIRCLE GRAPH. Similarly, label the LINE GRAPH, BAR GRAPH and PICTOGRAPH envelopes.
3. In each envelope, place four cards: information card, example card, question card and answer card. The information card contains the information needed for constructing the graph. The example card has an example of the correctly constructed graph. The question card lists questions to be answered using the graph and the answer card provides the correct answers to those questions. In each envelope include a laminated card appropriate for drawing the graph.
4. Students use the information card and laminated card for constructing the graph first. Then the example card is used to check that graph. Next students answer the questions using that graph and check their answers using the answer card.
5. Provide marking pencils and wiping cloths for use on the laminated cards.
6. Students follow the procedures to construct each type of graph as assigned by the instructor.

SOURCE: Diane Fagg, Cass Dist. Jr. High, Monongalia Co., WV

Skill Category: Time
Skill Number: M03014
Objective: to read a calendar
Method of Presentation: ACTIVITY
Grades: 3-5

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

ACTIVITY: CALENDAR MATH

INTRODUCE: Distribute to each student a copy of a (blank) calendar month. Talk about what a calendar is and how it is important for helping us to keep track of dates and time.

INTERACT: The teacher reviews the different important aspects of a calendar. Discuss the layout of a calendar (by days and by weeks). Using group discussion, construct a list of the months in sequence. Demonstrate the sequence of dates across days, calling special attention to the ending day of a month and the beginning day of the next month. Starting with January, have the students write in the correct dates in sequence for the current year. Then give the students another calendar blank and have them write February dates, beginning on the correct day. Continue with subsequent months as time allows and the practice seems beneficial for the students.

APPLY: Using the calendars made by the students, ask questions which require reading a calendar. Examples include:

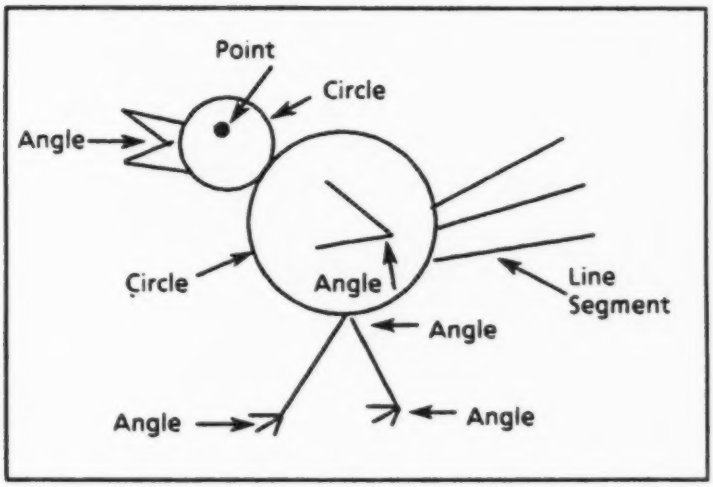
Name a day we don't go to school.
Name a date that falls on a Thursday.
Find your birthdate. What day of the week is it?
On what day will we celebrate July 4 this year?
The high school homecoming football game is on October 14.
What day of the week is that?
How many Mondays are there this month? What are those dates?
On the 16th, how many Fridays will be left in this month?
On what day will the first day of the following month fall?

EXPAND: Each calendar question can be written on a 3"x5" card. The cards are placed face down. A student draws a card, reads the question and calls on another student to use a wall-size calendar to demonstrate the answer for the group. After answering correctly, that student then draws the next card, reads the question and calls on another student to answer. Play continues as time allows and the practice seems beneficial to the students.

DIRECTIONS:
1. Draw a calendar grid (6 vertical x 7 horizontal blanks) on an 8 1/2" x 11" paper.
2. Duplicate copies of a blank calendar, making at least 12 copies per student (if each student is to make a calendar year).

SOURCE: Jeannie Harrison, North Calloway Elementary, Calloway County, KY

Skill Category: Geometry
Skill Number: M05010 M06011
Objective: to identify geometry terms
Method of Presentation: ACTIVITY
Grades: 5-6



ACTIVITY: GEOMETRY THROUGH ART

INTRODUCE: Using a bulletin board display, show the students various "characters" constructed of lines, line segments, rays, angles and different polygons. Verbally identify on each figure the geometric terms that have been studied by the class.

INTERACT: On an 8 1/2"x11" unlined paper, working in pairs, students construct an object, animal or character using as many geometric terms as possible. Label each line, line segment, ray, angle and polygon used. Trace a second copy of the geometric construction and DO NOT label the parts.

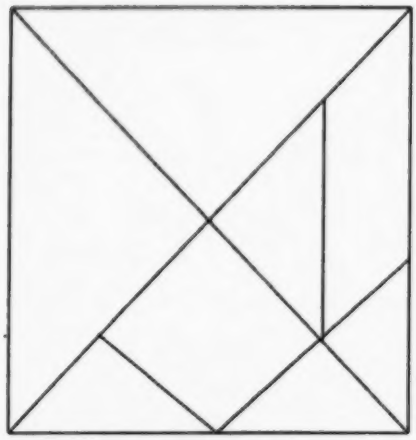
APPLY: The unlabelled drawings are displayed on a bulletin board display. Students make a list of the geometric terms used in each drawing. The labelled drawings are then displayed beside the unlabelled drawings for self-checking. The students who correctly identified the most geometric terms win extra turns at the computer.

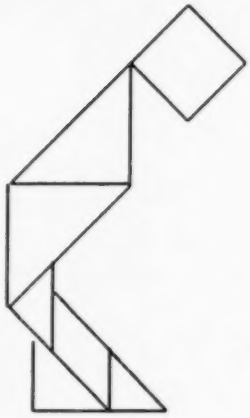
EXPAND: Students construct "geometry art" using the proper instruments (e.g., compass, protractor). This can be done individually or as a blackboard activity with a small group of students.

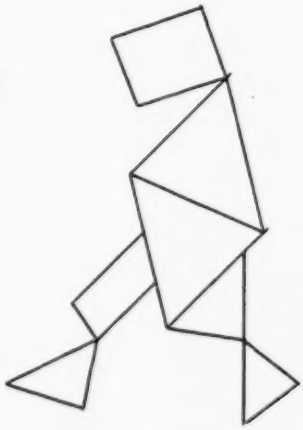
DIRECTIONS: 1. Cover the bulletin board with colored paper. Make 3 or 4 "samples" of geometric characters to display on the bulletin board. Add the title "GEOMETRY THROUGH ART".
2. Have a supply of blank, unlined paper for students to use in making their geometric constructions.

SOURCE: Janet Emerson, Phelps Elementary, Casey Co., KY

Skill Category: Geometry
Skill Numbers: M02017 M04014 M04015 M05010 M06011
Objective: to identify various geometric shapes and the relationships among these shapes
Method of Presentation: ACTIVITY
Grades: 2-6







ACTIVITY: TANGRAMS

INTRODUCE: Show the students what a tangram is and explain that it is perhaps the oldest and most enduring of geometric puzzles. Demonstrate that a tangram consists of a square divided into seven geometric shapes: two large triangles, a medium size triangle, two small triangles, a square and a parallelogram.

INTERACT: Explain to students that many different geometric and pictorial arrangements can be made with these pieces. With young children, use just a few of the pieces and gradually work up to all seven pieces. Middle and upper grade students usually catch on quickly to the complete puzzle. Ask students (working individually or in pairs) to make a square using two pieces of the tangram. Then ask them to make a square using three pieces and finally a square using five pieces of the tangram.

APPLY: Allow students to develop their own designs or shapes, such as a man walking or a robed monk bowing. As students develop a design, they trace the outline on tagboard card (approximately 8"x10") and give the design a title. The student's name is listed on the card to give credit for the design. The tagboard outline is then placed in the class Tangram Box.

EXPAND: Students select at random 3-5 tagboard cards from the class Tangram Box. Each student tries to reproduce the design on the chosen cards by matching tangram pieces to duplicate the outline.

DIRECTIONS:
1. Tangrams made of plastic can be purchased from various sources. An instructor can make tangrams by carefully tracing the pattern at the top of the page on sturdy paper, such as tagboard or cardboard. Trace one outline for each tangram.
2. Cut each tangram into the various shapes as traced on the paper. It is important that each piece is precisely cut so the edges of the pieces will fit together in making shapes.
3. Store each tangram in a separate resealable plastic bag.
4. Make a supply of tangram cards out of tagboard. The size should be large enough for the tangram shape outlines; usually 8"x10" or 8 1/2"x11" is adequate.
5. Make a class tangram box to hold the tangram cards. Decorate the box in an attractive manner and label the box.

SOURCES: Cynthia Hayes-Nichols, Western Middle School, Jefferson Co., KY

THE
WELL-MANAGED
CLASSROOM

THE WELL-MANAGED CLASSROOM

Good classroom management not only makes life less hectic for teachers and students, but also can lead to improved student achievement. Research studies of effective classrooms showed that organization of the room, the instructional materials and use of time are important factors in a well run classroom. Research also shows that the establishment of rules and routines contribute to smooth classroom operation. Other indicators of well-managed classrooms include careful planning of activities and continuous monitoring of student performance. The following suggestions for classroom management are based on research studies of effective teacher practices.

- **Think about the classroom's physical structure:**

  1. Arrange seats for maximum visibility by the teacher and interaction between teacher and students. Consider separate sections of the room for group work, individual work and learning centers

  2. Place disruptive students up front, where you can reach them with minimal movement

  3. Keep traffic lanes clear. Avoid traffic jams around the teacher's desk and pencil sharpener.

  4. Stock necessary lesson materials beforehand and have them ready for distribution.

  5. Post rules and procedures on the wall.

  6. Place learning centers and stations along back walls to minimize distractions of other students.

- **The beginning of the year is essential:**

  1. Teach routines and practice them. Common routines include a standard activity to begin the class session, where students find lesson materials, and a procedure for ending the class period.

  2. Prepare signals and cues with which you want the class to become familiar. For example, students continue working on assignments until the teacher rings a bell to signal the end of the class period.

  3. State your policies regarding behavioral expectations and the consequences for not following them. Follow through with these policies and consequences.

  4. Decide what policies you will follow for:

     a. Unfinished seatwork: Forget it? Take home as homework? Grade based on portion completed and give partial credit?

     b. Students who finish seatwork early: Can they read? Play games? Leave their seats? Use learning centers or learning packets?

- **Organize classroom activities to make effective use of time:**

  1. Spend about half or more (50% +) of class time on interactive academic activities: for example, explain new material; discuss and review assigned work; have a question-and-answer session.

  2. Spend less than one-third (33%) of class time on non-interactive academic activities: silent reading; written work; (e.g., dittos, workbooks, skillsheets).

  3. Spend less than 15% of class time on classroom management and organization such as passing papers; explaining activities; arranging desks; making lesson transitions; taking role; making announcements.

  4. Spend very little in-class time socializing with students, visitors or aides.

  5. Have them work in groups rather than individually (when possible).

  6. Plan several activities rather than expecting students to keep attention on one activity for an entire period. Try to involve students in some reading, writing, explanation and discussion during each class session.

  7. Activities should be:

     - structured -- conveyed as a set of steps;
     - repetitive;
     - assigned in small sequences; and
     - designed to allow immediate feedback.

  8. Transition between activities can be a major time-waster. Keep active teacher involvement during transitions to minimize time lags.

- **Monitor student work on class activities and assignments:**

  1. Note each student's activity periodically during the lesson.

  2. Note student's good behaviors and comment on them.

  3. During seatwork walk around the classroom complimenting correct responses and guiding where answers are incorrect.

  4. Return student work within a day -- monitoring includes being aware of students' academic performance.

5. Hints to speed individual student contacts during seatwork:

   - Don't ask for explanations regarding problems that have been done wrong.
   - Watch student work only as long as needed to provide guidance or a compliment about the work.
   - Don't explain too much at any one time.

6. Do not interrupt a student on task unless providing guidance to increase work accuracy.
7. Go to the student who requests help rather than have students come to the teacher.
8. If a student asks for help, get there quickly.

Maintain good discipline by setting expectations for student behavior and recognizing students who meet those expectations:

Discipline can be conceived as setting limits and consequences:

1. Train students early in the year by forming clear expectations and communicating them.
2. Make good use of signals.
3. Impose consequences consistently.
4. Deal with disruptions:

   - Make use of eye contact;
   - Use body language and physical proximity -- this conveys to the student that you're serious in your request; and
   - Have the student repeat the rule about the broken procedure.

5. Practice "catching the students being good." Look for opportunities to comment on students' appropriate behaviors.
6. Use incentive systems, with motivators such as preferred activity time that students can either earn or forfeit.

▸ **Integrate learning centers as part of the instructional program. Consider the following questions:**

1. HOW DO CENTERS FIT INTO THE BROADER CURRICULUM?
   - reinforce ideas as taught in group lessons
   - teach the main body of the curriculum
   - teach some additional topics not covered in group lessons

2. HOW WILL THE ACTIVITIES AT THE CENTERS BE DIFFERENT FROM OTHER LESSONS?
   - provide more manipulative work
   - allow small groups or individuals to use materials that cannot practically be used by a large group
   - provide enrichment topics for which you otherwise haven't the time
   - allow each child to work at his/her own level or pace
   - allow the children to make choices: gain independence
   - provide free time activities for those who finish early
   - allow children to learn to work together: cooperate: communicate

3. WHO DOES WHAT?
   - everyone does everything eventually
   - some activities optional; some assigned
   - all activities are purely optional
   - everyone must select something from each category, though no single task is assigned

4. WHEN WILL CENTER WORK TAKE PLACE?
   - a special center "hour" (weekly)
   - groups rotate through centers, group activities, etc., according to a masterplan
   - everyone at centers all day
   - during "free-time" after regular assignments (Remember . . . some students may never have extra time!)

5. WHO IS AT WHICH CENTER AT A GIVEN TIME?
   - sign-up sheet (daily, weekly?)
   - teacher assignment
   - individual contracts (for a day, week)
   - rotation chart
   - free choice . . . whoever gets there first

6. DO YOU PLAN TO KEEP RECORDS OF WHO DOES WHAT?
   - by a chart at each station
   - individual contracts and teacher conference
   - teacher maintains sign-up sheet for the learning centers
   - with individual record cards
   - everyone rotates through all of the centers according to a chart

7. DO YOU NEED SOME EVALUATION, GRADE, OR SCORE?
   - informal written anecdotes
   - teachers, aides, helpers zoom around and check and record all work
   - students always hand in a score or paper
   - some or all activities are self-checking: students are responsible for recording results.

STUDENT CONSIDERATIONS FOR CLASSROOM ORGANIZATION

When considering classroom organization, the teacher might view it from the student's perspective. Below is a checklist for you to complete.

Check the answers that most often apply to your classroom:

(1) How soon after entering the classroom are students informed of the day's assignment?

- Immediately
- After the roll is taken
- As we go along

(2) Is work assigned so that students know the purpose or the goal for the period?

- Yes
- No
- Sometimes

(3) Are the students told what work is expected for the entire period?

- Quantity of work
- Quality of work
- What to do when work is finished

(4) Are the students told what is expected for the entire period?

- Where to sit
- When to work alone
- When to work in a group
- What group they are in
- Where supplies and materials are located

(5) What procedures are established for students to receive feedback for their work during class?

- Papers returned
- Class discussion
- Individual monitoring
- Peer monitoring

(6) Are behavioral expectations and penalties posted?

- Yes
- No

(7) Can students leave class with a sense of accomplishment?

- Completed an assignment successfully
- Received positive feedback on work effort
- Learned some new facts or processes

Instructor's Self Evaluation of Classroom Management

Name _____ Date _____

	Always	Sometimes	Never
1. Rules and procedures are clear and posted in my classroom.			
2. My students know the routines of our class and are informed of any change daily.			
3. My classroom is neat and organized, with supplies and materials stored in designated areas.			
4. My lesson plans are written in advance of the day they are taught.			
5. Each class session includes a variety of academic activities, e.g., reading, writing, explanation, discussion.			
6. At least half of each class session is spent on interactive academic activities (e.g., explanation, discussion, question and answer sessions).			
7. No more than a third of each class session is spent on seatwork and independent practice.			
8. I organize activities to minimize time spent on management and transition (changing activities).			
9. Very little class time is spent socializing with students or on interruptions.			
10. I state the goal or purpose before each lesson and give a review or summary at the end of each lesson.			
11. I hold my students' attention during group activities.			
12. I walk around the class during seatwork and provide individual guidance as students work.			

Goals or objectives to be improved before the next self-evaluation: _____

_____

_____

_____

IDEAS FROM EFFECTIVE TEACHERS

There are many ideas gleaned from research and the classrooms of effective teachers (experienced teachers whose students achieve well year after year). Some of the key ideas from these studies include:

MANAGEMENT OF CLASSROOM TIME

- Effective teachers carefully choose the content to be taught, and each lesson begins with a specific objective and expected outcome.
- The teaching methods used are appropriate to the material being taught, emphasize teacher modeling of the skill, require student interaction and maintain a high rate of time on task.

CLEAR COMMUNICATION

- Teachers give attention to their preparation, content and delivery of instruction.
- Teachers present subject matter clearly and in small steps with frequent checks on student mastery, reteaching as needed to ensure student success.

COMPETENT CLASSROOM ORGANIZATION

- Class time is protected from interruptions, disruptions and socializing. Routines are used to make many classroom tasks "automatic."
- Good organization of materials, activities and directions create a predictable environment where students enjoy a high level of success.

FREQUENT USE OF DIRECT INSTRUCTION

- Most lessons include direct instruction, including a clear goal, teacher demonstration of the skill in small, well-sequenced steps and teacher-guided practice.
- There is heavy emphasis on teacher-student interaction and feedback, not just a mere repetition of questions or instruction when students fail to answer correctly.

THERE IS NO SINGLE MAGIC FORMULA FOR EFFECTIVE INSTRUCTION. The bottom line is still the connection between the teacher and the students. Evidence of effective instruction is seen when:

- Teachers understand and appreciate the concepts involved in the complex learning process and are competent in the subject matter being taught.
- There is an open attitude toward the improvement of instruction. Good teachers are willing to experiment and explore those ideas which sound interesting and appropriate for their students.
- Using common sense and student performance, teachers evaluate the effectiveness of the ideas they are using.

Based on research and the experience of effective teachers, classroom instruction can produce the rewards and achievement students and teachers want.

TWENTY WAYS TO INDIVIDUALIZE AT LITTLE OR NO COST

1. Use the double page of the newspaper grocery ad. Addition, subtraction, multiplication and division may be used.

2. Use road maps to figure distances. Learn directions, study rivers, parks and historical points. Learn to use the legend.

3. Use a calendar. Learn months and days of the week in sequence. Incorporate spelling. Find famous men's birthdays. Study the holidays.

4. Design your own school trading stamps. Figure out how many stamps for certain items.

5. Get place mats from restaurants. These may be used in many ways according to the design on the mat.

6. Get a local restaurant menu. Use prices in ordering to reinforce math skills.

7. Use various features from newspaper such as "Tell Me Why" or other science features.

8. Use Sunday comics to teach sequence. Cut the panels and paste them on poster board.

9. Use book jackets from the library to make puzzles. Mount them on posterboard with dry mounting tissue. Cut to suit the age of the child.

10. Program copies of "Weekly Reader" for both reading material and science or other subject areas.

11. Use clothespins by writing various multiplication facts on them. Put the product on the card. Clip clothespins at the appropriate places.

12. Take the daily paper to school. Ask one or two questions to encourage students to begin reading the paper.

13. Mount yardstick on the wall. Place scales nearby. Make problem that deals with height and weight. Use your own classroom or students for problems.

14. Use airline maps to estimate distances. Compare air travel with other modes of travel. Use time and distance problems.

15. Mail order catalogs and stamp catalogs may be used to "shop" for Christmas and Easter.

16. Work with custodian and cafeteria manager on cost of supplies, number of children fed, percent of children who eat in cafeteria.

17. Keep accurate record of bookstore sales. Let students figure profit.

18. Cut jokes from various magazines. Mount on cardboard. Ask the students to tell why they are funny.

19. Use the local telephone book to alphabetize, figure the cost of calls, practice or learn good telephone manners and what to do in an emergency.

20. Get brochures from travel agencies. These may be used for various games and learning experiences.

EFFECTIVE
PARENT
INVOLVEMENT

PARENT INVOLVEMENT

The Teacher/Parent Team

"As a teacher myself, I'm well aware that even the best teachers cannot go it alone, and the allies we need most are parents."

Mary Hatwood Futrell
NEA President

Today's teachers are asked to carry the responsibility of providing not only up-to-date research based instruction but also the personal, social and moral development of each student. Just as today's teachers are faced with ever growing responsibilities, so is it with today's parents. With the increase in single parent families and two paycheck families, there has been a substantial reduction in the amount of time parents have to give their children. In addition to finding adequate time, most parents, to succeed in helping their children in school, need the technical and moral support of the teacher. Parents and teachers are natural allies. They share the same goal: to help the child develop into a happy, healthy and successful adult.

Developing the teacher-parent alliance requires a positive attitude and conscious effort. Teachers can use parents in many ways to help reach the educational goals set for the student. Educational research shows that the use of the parent helps not only when the parents serve as volunteers in the classroom and the PTA, but also when they become involved with the instruction of their child at home. Parent involvement has been shown to have a significant impact upon the academic achievement and cognitive development of the student as well as school/community relationships, parent self-concept and the cognitive gains of other siblings. Other research findings indicate:

GOOD results from all types of parent involvement whether it be formal school activities such as the PTA, PAC or open house, or informal involvement as in going over the student's homework;

BETTER results when the parents were involved with the instructional programs of the student; and

BEST results when the parents gave instructional assistance to the student after receiving orientation or training. (This helped to ensure reinforcement at home of the educational and motivational goals of the classroom.)

As a teacher you may already know that parents can be allies. You may have already experienced the blossoming of a student after the parent has become committed and involved. At the same time, you may have experienced the work and frustration of trying to convince parents that they are an important part of the educational process and that you do want and need their help. Several surveys of parents have indicated that parents avoid involvement with the educational system not because they lack the interest in their child but because they had negative educational experience as a student. Because of the parents' low self-esteem, they felt unwelcome or too burdened with the everyday demands of life to take on another task. Parents as individual are in some ways not that different from your students. Just as you take care to ensure that our students feel welcome and good about themselves, you will want to extend this sensitivity to parents.

Another outcome of the parent survey was a set of general rules about communications with parents. These axioms give emphasis to the partnership between home and school and reflect the parents perception. Contrary to most educational guidelines, these are not stated in the positive, these are the "Never, Evers" of teacher/parent communications.

- Never, ever let your first contact be negative.
- Never, ever talk down to parents. They're adults, too.
- Never, ever speak in jargon or alphabet soup.
- Never, ever assume that your training and experience has given you more knowledge about a particular child than his or her parents have.
- Never, ever forget that each culture has its own traditions, values and beliefs, and that they may not be the same as yours.
- Never, ever forget that both you and the family are working for the same person--the child.
- Never, ever forget that parents do care about their children. Sometimes they just don't express it the way we think they should.
- Never, ever forget that parents deserve respect, courtesy and understanding--just like teachers.

While the "Never, Evers" give the inference as to what teachers should do in communicating with parents, it is important that what is asked of parents is not intimidating or burdensome. As parents are involved in giving instructional assistance to their children, the task should be purposeful, enjoyable and to the extent possible related to the everyday life of the family. Rather than making the home an extension of the school, the goal is to provide suggestions and support as to ways the parents can make learning fun and make it a part of the natural flow of living.

When discussing the ways to reinforce the child's classroom instruction give parents specific examples of activities that can become a part of everyday family life. Explain to the parents the purpose of each activity and the ways they can best carry out these activities. If necessary, provide a training and demonstration session for the parents.

There are many ways reading and math activities can be blended into the regular family routine. Parents can be given the following suggestions:

- Talk with your child and listen to their response. When talking with your child, look for opportunities to provide positive reinforcement to their statements and expand their comments by adding specific information. For example, when the child says, "Look at the dog." the parent replies, "Yes, that is a black Labrador Retriever."

- Raise questions as you go about daily life. Such as, "Which of these products would be the better buy?" (math) or "Does that newspaper headlines seem believable to you?" (reading).

- Many daily life activities provide opportunities for learning. For example, preparing a recipe provides both reading and math activities. Watching TV not only gives the possibility of time computation (How long before your favorite program comes on?) and reading a TV schedule, but also the richer experience of discussing a TV show viewed together or looking for addition information about the show topic in books.

- Be a role model for using reading and math in your daily routines. For math, talk out loud as you estimate the quantity and cost of the food you need to purchase or measure the distance of the drive from home to the store. To model reading, have reading materials at home such as newspapers, magazines or books. Many of these can be obtained through the local library.

Students improve their reading by reading. Just as reading is part of the school day it should be a regular part of the home life. Parents should be encouraged to read with children of all ages regularly and often and to discuss what was read. Families can even set aside a 15 minute silent reading period in the home each evening when the tv, radios and stereo are turned off. Specific suggestions which parents can use while reading with their child(ren) are listed below:

<u>When reading aloud together</u>...

- Let your child select the book you will read.

- Tell your child any "hard words" which your child does not know while s/he is reading aloud.

- Discuss the story as you read together. Relate the episodes to real life events whenever possible.

- Discuss the story's illustrations and how they related to the story.

- Make predictions, such as "What do you think will happen next?", "What ending would you write for this story?" before you know how the story ends.

- As you read together, take the parts of different characters and "act out" the story as you read.

- Sit close together and share the book as you read, regardless of whether the parent or child is the reader.

- At the end of the story, see how many details of the story each of you can recall.

Alternate reading can be fun . . .

- Read alternate pages aloud -- first the parent, then the child. You may want to alternate read chapters.

- Alternate silent and oral reading. After reading silently, discuss what is happening in the story.

- Alternate who gets to choose the story or book to read. This way the parent can introduce the child to new stories or interests.

Try assisted reading . . .

- This is a reading-in-unison procedure which can be helpful during the initial stages of learning to read or with students who have marked difficulty with their reading.

- The parent can read the sentence(s) first, and then the child reads the same sentence(s).

- The parent reads aloud, stopping at a highly predictable word or phrase; the child supplies the appropriate word(s).

- The parent and child read in unison with the adult fading out as the child gains confidence and getting louder when the child becomes unsure of her/himself.

Additional activities which teachers can suggest for parents to do at home can be found in the reading and math instructional ideas. Some of the instructional ideas specifically mention parent participation in the "EXPAND" section. Other instructional ideas can be adopted for appropriate parent use. Involving parents does take a conscious effort but when teachers and parents work together as allies and share the responsibility they are able to more effectively attain their common goal of student success with greater ease.

REVIEWING and ASSESSING ATTRIBUTES OF SUCCESSFUL CHAPTER 1 PROGRAMS

13 ATTRIBUTES OF SUCCESSFUL CHAPTER 1 PROGRAMS

During the past few years, considerable research efforts have been focused on identifying the ingredients which separate schools which produce high student acheivement from schools with low student achievement. While there is still much to learn about the conditions which lead to successful schooling, there appears to be consensus that schools and educational practices do make a difference in how well students achieve. The U.S. Department of Education has supported extensive reviews of the research pertinent to Chapter 1 programs; these reviews have consistently found certain factors present in effective classrooms and schools. While not considered to be finite, this list of 13 attributes provides a way to organize research information pertinent to Chapter 1 programs. In addition, these 13 attributes have been used since 1985 to identify unusually successful Chapter 1 programs for national recognition by the Secretary of Education and to provide criteria for individual assessment of Chapter 1 programs.

These 13 attributes do not exist in isolation, but rather are found as fundamental ingredients in the complex and dynamic process of effective schooling. No single prescription for this effectiveness exists; rather, the specifics vary according to individual program circumstances. The following information presents research findings, examples from nationally-recognized Chapter 1 programs and statements to guide self-assessment of each attribute. By using research-validated practices and on-going effectiveness assessment to guide Chapter 1 efforts, we can hope to measure the effects in the growing successes of Chapter 1 students.

The 13 topics listed below are the basis for the research discussion and self-assessment in this section.

Organizational Attributes:

1. Clear Goals and Objectives
2. Coordination with the Regular School Program and Other Special Programs
3. Parent and Community Involvement
4. Positive School and Classroom Climate
5. Professional Development and Training
6. Evaluation Results Used for Project Improvement
7. Strong Leadership

Instructional Attributes:

8. Appropriate Instructional Materials, Methods and Approaches
9. Maximum Use of Learning Time
10. High Expectations for Student Learning and Behavior
11. Closely Monitored Student Progress
12. Regular Feedback and Reinforcement
13. Excellence Recognized and Rewarded

ORGANIZATIONAL ATTRIBUTES

The seven organizational factors are those which can be expected to affect the program as a whole, encompassing the students and parents as well as the school instructional staff and administration. These attributes are commonly manifested at the building or program level and are influenced by administrators as well as instructors.

1. Clear Project Goals and Objectives

An emphasis on clear project goals and objectives is nearly always present in successful schools and programs serving disadvantaged students and is frequently absent from unsuccessful ones. Information used to help set these goals and objectives can include previous Chapter 1 evaluation results, findings from research, survey results from parents and classroom teachers, district curriculum goals and student performance. It is common to find that specific processes are used for setting goals and objectives; these processes involve collaboration among those who will be directly involved in the Chapter 1 program. These goals and objectives are used to both guide and drive the efforts in the program and provide the criteria to measure the program's success.

Examples:

- *Survey forms are developed to gather the input of various constituencies, including school staff, parents and the community;*
- *A review of student data identifies student needs relative to the goals and objectives (these data include test scores, grades, attendance, promotion/retention information and/or skill achievement records);*
- *This information is combined to determine specific objectives for the Chapter 1 program and its students; and*
- *Information about the specific goals and objectives is provided to the Chapter 1 staff, other school staff and parents.*

2. Coordination with the Regular School Program and Other Special Programs

Because Chapter 1 supplements regular classroom instruction, it is particularly important to avoid situations "where the left hand does not know what the right hand is doing." The emphasis then is on coordination through collaborative planning and resource sharing; this allows focus on stated objectives to improve the alignment of instructional efforts to student needs. Effective coordination does not occur only at the informal or spontaneous level; it is a systematic and ongoing process which requires instructional organization and receives administrative support and attention.

Examples:

- *Certain priorities are identified within the district curriculum as important objectives for all students to learn;*
- *Regular meetings are held in which Chapter 1 and regular classroom staff meet to plan instructional activities; well established and utilized processes exist for communication and referral among Chapter 1, regular classroom and other special programs; and*
- *Daily log sheets detail Chapter 1 and regular classroom communications; these logs are reviewed by principals and Chapter 1 coordinators; and*
- *A specific learning plan is developed for each Chapter 1 student to guide Chapter 1 instructional efforts; these plans reflect curriculum priorities and individual needs.*

3. Parent and Community Involvement

Research findings provide a "good-better-best" scenario for parent and community involvement. Generally, all types of parent and community support and involvement in the Chapter 1 program are good; this includes participation on advisory councils and parent/teacher organizations. Direct parent participation in their children's instruction provides a better effect on student achievement; it seems to be best when parents receive training on how to tutor and reinforce school efforts at home. All of these efforts carry a "we care" message to the student and stress the importance of learning and education.

Examples:

- *A Parent Resource Center is provided where Chapter 1 parents can receive training and check out materials to help students in reading and/or math;*
- *Questionnaires or surveys are sent to parents; the results are used to determine and schedule in-service training for parents;*
- *Mini-courses are offered to help parents learn how to assist their children with their school work; and*
- *An "Open Door" policy encourages parents to visit the Chapter 1 program; this can include an Open House which features the Chapter 1 students' demonstration of learning and activities.*

4. Positive School and Classroom Climate

A positive school and classroom climate has a variety of features. There are high expectations for student achievement and social behavior. Behavior is orderly, rules are established early in the year and are applied with fairness and consistency, and classrooms are orderly, structured and purposeful. While organization and structure abound, there is also personal warmth and caring among instructors and students. School, and especially Chapter 1, is clearly for the business of learning, yet with a pleasant environment where it is safe to take learning risks.

Examples:

- *Chapter 1 staff serve on building and district "climate committees" aimed at fostering positive climates in the schools;*
- *Special projects (such as motivational reading programs) are conducted at various times during the year; these projects help give the Chapter 1 program visibility and a positive image in the school; and*
- *Chapter 1 classrooms are well lighted, colorful, orderly and well organized; it is common to find displays of student work or other evidence of student "ownership" in these rooms.*

5. Professional Development and Training

Professional development and training are a valued and ongoing feature in high achieving schools and programs; often the principal and/or Chapter 1 coordinator play an important leadership role by providing the time, opportunity and incentive for staff development. Training in "how to" activities as well as general professional development and training are provided the Chapter 1 staff. It is common to find staff initiated in-service sessions and sessions which accentuate collegial discussion and exchange of effective ideas in effective programs.

Examples:

- *There is an open attitude towards improvement of the Chapter 1 program and instructional practices used with students; in-service sessions emphasize training in effective practices and strategies;*
- *A survey is conducted each spring to plan the following year's Chapter 1 in-service programs based on the interests and needs of the Chapter 1 staff;*
- *Chapter 1 staff are asked to assist with an in-service session that is in their area of expertise; and*
- *Each Chapter 1 staff member writes a specific job goal to improve instruction; that goal is implemented and evaluated during the school year.*

6. Evaluation Results Used for Project Improvement

Evaluation is an integral part of school and program effectiveness efforts. The cycle includes identification of needs; goal setting and determination of practices which should be implemented: implementation and monitoring of the instructional program; and assessment of the outcome of those efforts. Evaluation information is not limited to Chapter 1 pretest/post test scores; formative data is obtained throughout the school year and findings from research are used to help provide data for planning and keeping efforts focused on the achievement of specific goals and objectives.

Examples:

- *Evaluation results have been used to "fine tune" Chapter 1 programs in many ways, including the following:*
  - *To determine whether pull out or in class instruction was more effective for primary aged students;*
  - *To identify the need for support services to meet the special needs of certain Chapter 1 student populations;*
  - *To specify the grade levels at which Chapter 1 instruction has been most effective (in the face of a program funding reduction); and*
  - *To stimulate the development of in-service training and packets to meet a particular instructional weakness noted through evaluation.*

7. Strong Leadership

Strong administrative and instructional leadership is virtually always present in effective schools, and this important role is seen in many aspects of the Chapter 1 program. This leadership is demonstrated by good communication between administration and staff, provision of support and opportunities for staff development and promotion of parent and community involvement with the school. Specific instructional functions of leadership include protecting learning time from interruptions, establishing and maintaining high expectations for students and teachers, and encouraging cooperative planning and communication about instruction among Chapter 1 and other school staff members. Effective leaders review information to find out if goals and objectives have been met and what refinements are needed during the course of the school year.

Examples:

- *The building principal works with the Chapter 1 project director to conduct the Chapter 1 needs assessment and provide input for planning Chapter 1 services;*
- *The building principal communicates to the school and community how the Chapter 1 program assists in achieving academic excellence;*
- *The building principal and the Chapter 1 project director confer with the staff about the program goals and instructional matters and help staff create and maintain effective instruction environments; and*
- *The Chapter 1 project director is knowledgeable about Chapter 1 program operation and instruction, provides effective staff development in a variety of ways, and is considered accessible, task oriented and sensitive to staff needs.*

INSTRUCTIONAL ATTRIBUTES

These six instructional attributes affect students directly and are considered to be in the sphere of influence of the Chapter 1 instructor.

8. Appropriate Instructional Materials, Methods and Approaches

This attribute is far broader and contains more elements than can be discussed in the brief context of this section. It takes in such things as instructional style and pacing, student/teacher interactions and student grouping strategies, and encompasses the research emphasis on interactive teaching, direct instructional methods, mastery learning and a diagnostic prescriptive approach to instruction. There are ongoing opportunities for students to experience success, provision of lots of encouragement and praise, and careful selection of instructional materials and activities to address specific instructional objectives. This attribute is closely involved with numerous of the other 13 attributes.

Examples:

- *Frequent unit tests are given to ensure appropriate placement and mastery of learning objectives;*
- *Learning activities are divided into small units, focusing on one or two skills at a time, allowing students to experience success each day;*
- *Direct instruction techniques are used; these techniques emphasize providing clear instructions, re-teaching as needed, teacher assisted practice prior to independent student practice, and maximized teacher/student interactions as new material is presented and discussed; and*
- *Computer assisted instruction is provided, as appropriate, to reinforce skills, allow for individual pacing and enhance student motivation.*

9. Maximum Use of Learning Time

The concept of "time on task" is closely related to the use of appropriate instruction, materials and methods. This refers to the amount of time a student is actively involved in learning a specific skill or subject; if we increase a student's time on task, his/her achievement in that task ought to increase. But this is not as simple as it sounds. It is important not only to have the student engaged in learning activities, but (1) that the learning activities are at a level of difficulty appropriate for the student, (2) the instructional methods emphasize student/teacher interaction, and (3) the student is engaged in these activities for the majority of the Chapter 1 scheduled time.

Examples:

- *In an elementary reading project, students are trained in the efficient use of Chapter 1 time; observers have noted a 75 percent time-on-task rate in those classrooms;*
- *Careful teacher planning and Chapter 1 classroom organization are credited with the smooth and efficient operation and extensive content coverage noted in other Chapter 1 projects;*
- *Monitoring of student success rate helps ensure that time spent on task is challenging to students and not mere "busy work"; and*
- *An elementary reading project combined several characteristics to promote efficient time use: collaborative scheduling; consistent classroom discipline policies; smooth transitions between activities and parent-monitored homework.*

10. High Expectations for Student Learning and Behavior

Research has clearly shown that teachers' expectations can function as self-fulfilling prophecies and that student achievement and behavior are affected by the messages, spoken and unspoken, students receive about what is expected of them. Instructors can demonstrate the importance they give to high expectations by giving all students equal response opportunities, waiting and prompting for answers, showing personal regard and providing appropriate feedback. Training programs and classroom observation techniques have been successfully used to train teachers in monitoring and evaluating their own behavior in relaying expectations to students. It is important for instructors to have confidence in their ability to teach and students' ability to learn; however, expectations should be realistic and appropriate for the individual student.

Examples:

- *Instructors practice giving specific appropriate feedback to students ranging from "You're really getting good at sounding out long vowels!" to "I like the way you're trying--you're on the right track!";*
- *Careful attention is given to gender and racial equity when communicating high expectations to students; and*
- *Principals and the Chapter 1 project director communicate high expectations to staff, parents, community members and students; they underscore their statements by active participation in the instructional program.*

11. Closely Monitored Student Progress

The use of procedures for assuring that students are progressing at satisfactory rates is related to higher student achievement. Similarly, ongoing diagnosis and prescription of students' needs is correlated to both close monitoring of student progress and higher student achievement. Successful practices include making use of standardized test results, keeping records of student success on specific objectives and assignments, and reviewing attendance records to determine progress and identify problems. Change is guided by the findings which emerge in an ongoing manner; this helps to assure that specific goals and objectives are met.

Examples:

- *Student records are kept and studied to assess progress in learning specific objectives and identifying problems;*
- *The instructional program is continually under revision and development to meet student needs;*
- *Remediation strategies are designed and used for students not progressing at satisfactory rates; and*
- *Comparative monitoring of all Chapter 1 classrooms is conducted in order to establish content coverage minimums and to make pacing decisions.*

12. Regular Feedback and Reinforcement

Research validates that student achievement and affective benefits are greatest when the student receives frequent and ongoing feedback about learning efforts as well as support and encouragement for improvement. It is important to provide student feedback which is contingent and specific to the learning or behavior matter at hand; such praise is judged more credible. In providing ongoing feedback, the goal is to keep students' attention on the learning activity and not just success or failure. Parent involvement is also beneficial to student feedback and reinforcement; research has found that students benefit academically and effectively when parents reinforce the learning and behavior remediation efforts of the school.

Examples:

- *The Chapter 1 classroom has a climate where tender loving care abounds and there is no embarrassment if an answer is incorrect; the message is "it's safe to take risks here";*
- *Instructors scrupulously avoid reprimands and statements like "You're wrong"; students receive positive correction, such as pointing out how many are right instead of how many are wrong;*
- *Praise is given along with a statement of the specific behavior or achievement which merited the praise; the student not only hears the praise but is told why that praise is deserved; and*
- *Rapid identification of student weaknesses or errors quickly followed by prescriptive feedback is provided to ensure steady and sequential progress.*

13. Excellence Recognized and Rewarded

Student motivation to learn and to behave according to expectations increases when effort and excellence in these areas are acknowledged by the school. Many types of reward and recognition appear effective, including verbal recognition, star stickers or award ribbons. It seems important that rewards are based on accomplishing predetermined criteria; all students who accomplished the prestated criteria are rewarded rather than only one or a few students who "win" on a competitive or comparison basis. Recognizing and rewarding excellence are closely tied to clear goals and objectives and to strong leadership.

Examples:

- *Among the many types of rewards and recognition used in successful Chapter 1 programs are award ceremonies, publication of student achievements in a Chapter 1 newsletter, a "Student of the Week" bulletin board display, praise notes to parents and the use of star charts to track progress on specific skill objectives;*
- *Along with providing the rewards, the Chapter 1 instructors give warmth and support for student efforts; and*
- *Teachers see to it that each child experiences some specific success each day, such as winning a game, mastering a skill or learning new vocabulary words. Each student receives specific recognition for the success in learning from the Chapter 1 instructor.*

Adapted from: Effective Compensatory Education Sourcebook, Volume 1: A Review of Effective Educational Practices.
U.S. Department of Education, 1986.

A SELF-ASSESSMENT OF CHAPTER 1 PROGRAM QUALITY

PROGRAM SELF-RATING FORM

Rate your current Chapter 1 program by scoring each statement on the scale of 1 (low) to 5 (high). Total the scores within each category (Maximum points per category = 25 points).

		Not at all like our program				Very much like our program
1.	PROGRAM GOALS AND OBJECTIVES					
a.	Learning goals and objectives are selected or approved by teachers.	1	2	3	4	5
b.	Goals focus on improving student performance.	1	2	3	4	5
c.	Learning goals and objectives are clearly defined.	1	2	3	4	5
d.	A value system emphasizing academic achievement is shared by staff, students and parents/community	1	2	3	4	5
e.	Most parents are aware of program goals.	1	2	3	4	5
	TOTAL _____					
2.	COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS					
a.	Chapter 1 program curriculum is congruent with the regular school curriculum.	1	2	3	4	5
b.	Special attention is focused on building a good continuity across grade levels and programs.	1	2	3	4	5
c.	Chapter 1 teachers know how their instructional objectives fit with the regular curriculum.	1	2	3	4	5
d.	Specific provisions are outlined for coordination	1	2	3	4	5
e.	Collaborative curriculum planning and decision making are typical.	1	2	3	4	5
	TOTAL _____					
3.	PARENT AND COMMUNITY INVOLVEMENT					
a.	Procedures for involvement are clearly communicated to parents and used consistently.	1	2	3	4	5
b.	Parents and volunteers have options for becoming involved in activities that support the instructional program.	1	2	3	4	5
c.	Staff members provide parents with information and techniques for helping students learn.	1	2	3	4	5
d.	There is frequent two-way communication between parents and Chapter 1 staff.	1	2	3	4	5
e.	Parents are aware of their responsibilities for helping students learn.	1	2	3	4	5
	TOTAL _____					

		Not at all like our program				Very much like our program
4.	POSITIVE SCHOOL AND CLASSROOM CLIMATE					
a.	Classroom behavior conforms to explicit standards.	1	2	3	4	5
b.	A secure, attractive environment is provided where the emphasis is on academic achievement.	1	2	3	4	5
c.	Students are allowed and encouraged to develop a sense of responsibility and self-reliance.	1	2	3	4	5
d.	Teachers pay attention to student interests, problems and accomplishment both in and out of school.	1	2	3	4	5
e.	Most parents are aware of program goals.	1	2	3	4	5
	TOTAL	_____				
5.	PROFESSIONAL DEVELOPMENT AND TRAINING					
a.	Emphasis is given to staff development/ training and teacher skill building.	1	2	3	4	5
b.	Staff development opportunities are attractive to Chapter 1 staff.	1	2	3	4	5
c.	Leaders initiate organized and systematic improvement procedures.	1	2	3	4	5
d.	Leaders carefully monitor new practices.	1	2	3	4	5
e.	Leaders are viewed by teachers as having relevant instructional expertise as well as management skills.	1	2	3	4	5
	TOTAL	_____				
6.	EVALUATION RESULTS USED FOR PROGRAM IMPROVEMENT					
a.	Staff follow simple routines for collecting, summarizing and using student achievement information.	1	2	3	4	5
b.	Test results, grade reports, attendance records and other methods are used to spot potential problems.	1	2	3	4	5
c.	Assessment results are used to evaluate the program and target areas for improvement.	1	2	3	4	5
d.	Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected.	1	2	3	4	5
e.	Local Chapter 1 evaluation results are compared to state and national results as one guage of program effectiveness.	1	2	3	4	5
	TOTAL	_____				

		Not at all like our program				Very much like our program
7.	STRONG LEADERSHIP					
a.	Program leadership has a clear understanding of the program's goals and is able to clearly articulate them.	1	2	3	4	5
b.	Program leadership believes that all students can learn.	1	2	3	4	5
c.	Leaders initiate organized and systematic improvement procedures.	1	2	3	4	5
d.	Leaders carefully monitor new practices.	1	2	3	4	5
e.	Leaders are viewed by teachers as having relevant instructional expertise as well as management skills.	1	2	3	4	5
	TOTAL _____					
8.	APPROPRIATE INSTRUCTIONAL MATERIALS AND APPROACHES					
a.	Teachers focus student attention on lesson objectives by stating them plainly.	1	2	3	4	5
b.	Teachers set and maintain a brisk instruction pace.	1	2	3	4	5
c.	Academic tasks are matched to lesson content so student success rate is high.	1	2	3	4	5
d.	Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	1	2	3	4	5
e.	Regular, focused reviews of key concepts and skills check on and strengthen student retention.	1	2	3	4	5
	TOTAL _____					
9.	MAXIMUM USE OF ACADEMIC LEARNING TIME					
a.	Classes and other activities start and end on time.	1	2	3	4	5
b.	Classroom routines are smooth and efficient.	1	2	3	4	5
c.	Teachers have assignments or activities ready for students when they arrive.	1	2	3	4	5
d.	Very little time is spent on non-learning activities.	1	2	3	4	5
e.	Students are actively and successfully engaged in learning activities for a significant portion of each day.	1	2	3	4	5
	TOTAL _____					

	Not at all like our program				Very much like our program
10. HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR					
a. Standards for learning are both challenging and attainable.	1	2	3	4	5
b. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	1	2	3	4	5
c. Students are expected to complete their work and meet recognized standards of quality.	1	2	3	4	5
d. All students are given approximately the same number of response opportunities.	1	2	3	4	5
e. Positive techniques are the primary means of managing student behavior.	1	2	3	4	5
TOTAL _____					
11. CLOSELY MONITORED STUDENT PROGRESS					
a. Assessment procedures routinely check student progress.	1	2	3	4	5
b. Teachers encourage parents to keep track of student progress.	1	2	3	4	5
c. To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.	1	2	3	4	5
d. Observable systems are used to monitor the academic progress and skill mastery of students.	1	2	3	4	5
e. Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.	1	2	3	4	5
TOTAL _____					
12. REGULAR FEEDBACK AND REINFORCEMENT					
a. Assigned work is checked; students are given quick feedback.	1	2	3	4	5
b. Feedback to students is tied to learning objectives.	1	2	3	4	5
c. Correction or re-teaching occurs in response to student errors.	1	2	3	4	5
d. The classroom is characterized by frequent and consistent feedback.	1	2	3	4	5
e. Feedback to students is simple and clear to help them understand and correct errors.	1	2	3	4	5
TOTAL _____					

		Not at all like our program				Very much like our program
13.	EXCELLENCE RECOGNIZED AND REWARDED					
a.	Teaching excellence in the program is recognized.	1	2	3	4	5
b.	Awards are set at several different levels of performance, providing all students with opportunities for success and recognition.	1	2	3	4	5
c.	Recognition is based on comparison to standards rather than comparison to peers.	1	2	3	4	5
d.	Students' accomplishments for academic achievement and excellent behavior in the Chapter 1 program are also recognized in the regular classroom and school.	1	2	3	4	5
e.	Parents are told about student successes.	1	2	3	4	5
	TOTAL	_____				

PROGRAM SELF-RATING SUMMARY SHEET

- List the total points for each category in Column 1.
- In Column 2 rank the categories from the lowest total score to the highest total score. Review the rankings for identified strength areas and potential areas for program improvement.

	Category	Column 1 Total score for category	Column 2 Rank categories; lowest score is 1, next is 2, etc.
1.	PROGRAM GOALS AND OBJECTIVES	_____	☐
2.	COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS	_____	☐
3.	PARENT AND COMMUNITY INVOLVEMENT	_____	☐
4.	POSITIVE SCHOOL AND CLASSROOM CLIMATE	_____	☐
5.	PROFESSIONAL DEVELOPMENT AND TRAINING	_____	☐
6.	EVALUATION RESULTS	_____	☐
7.	STRONG LEADERSHIP	_____	☐
8.	APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES	_____	☐
9.	MAXIMUM USE OF ACADEMIC LEARNING TIME	_____	☐
10.	HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR	_____	☐
11.	CLOSELY MONITORED STUDENT PROGRESS	_____	☐
12.	REGULAR FEEDBACK AND REINFORCEMENT	_____	☐
13.	EXCELLENCE RECOGNIZED AND REWARDED	_____	☐

INDEX
TO
INSTRUCTIONAL
ACTIVITIES

INDEX TO INSTRUCTIONAL ACTIVITIES

While activities are listed for a specific grade or grade range, many activities can be appropriately adapted for other grades. Titles to instructional activities are listed in italics. The letter or letters following each title denotes the grade level of the activity according to the following code:

P	=	Primary grades K-3
I	=	Intermediate grades 4-6
JH	=	Junior High/Middle School grades 6-8
E	=	Elementary grades K-8 (for activities encompassing more than a single grade range).

READING ACTIVITIES INDEX

COMPREHENSION	Grade Level	Page
Basic Plot and Details		
A Sole Story	JH	86
Stories Through Picture Detail	P	88
Character Traits		
Getting to Know Famous People	I	123
Fact/Opinion		
Fact and Opinion	JH	99
Mr. Fact -- Ms. Opinion	E	98
Fun With Trivia	JH	101
Fact-Opinion Autos	I	100
Important Details		
Word Pyramid	E	108
Know Your State	I	109
Main Idea/Details		
Sentence Expansion	I	102
Reading the Rules of the Road	JH	119
Let's Go to the Movies	JH	107
Newspaper Search	I	103
Mystery Detective	I	105
Headlines or Titles	E	106
Sequence		
Diary Sequence	JH	117
How Do You...?	E	113
Inchworm Game	E	114
Making A Puppet	I	115
Reading the Rules of the Road	JH	119
Verify Facts		
Left-Handed Teaching	JH	124

	Grade Level	Page
Cause and Effect		
Cause-Effect Game	E	120
Reading the Rules of the Road	JH	119
Driving Cause and Effect	JH	122
Direct Instruction of Cause-Effect	I	121
Follow Direction		
Follow Direction	JH	89
Making A Puppet	I	115
Drive Through Direction	JH	90
How Do You...?	E	113
No-Cook Fudge	I	87
Locating Details		
Let's Look At the Newspaper	JH	110
Main Idea		
Telegrams	I	104
Multiple Meanings		
Rebus Adventure	JH	97
Predicting Outcomes		
NCAA Basketball Tournament	I	112
Guess What?	E	92
Comic Outcomes	I	111
Scanning Programs	JH	125
Summarizing		
Reading the Rules of the Road	JH	119
Bumper Stickers	E	118
Using Context		
Cloze Stories	I	94
Context Clues	H	96
Guess What?	E	92
Match Card Game	E	93
Word Meaning VIA Context	JH	95

	Grade Level	Page
PHONICS		
Consonant Blends		
Beanbag Blends Game	P	44
Initial Consonants		
The 4 S Game	P	42
Take A Pet Home	P	41
Decoding		
Reading Is Fun Clock	E	48
Stump the Students	E	47
Sight Words		
Old Flip Card Game	P	66
Seasonal Words	E	68
Holiday Bingo	E	70
Survival Word Cards	I	71
Let's Play Leapfrog	P	67
Piggy Pick-Up	P	63
Outlaw Words	P	65
Word Gobbler	P	64
Rhymes		
Rhyming Puppies	P	43
Vowel Sounds		
Cabbage Patch Vowels	P	46
Rings On the Fingers	P	45
Alphabetize		
ABC Hang-ups	P	62
STRUCTURAL ANALYSIS		
Compound Words		
Cultivating Compound Words	E	50
Love-A-Lot Bears	E	55
Compound Words Shape-up	E	56
Word Chop	P	52
Decoding		
Dizzy Daisies	E	60
Root Words, Affixes		
Word Worm	P	53
Contractions		
Hatch Your Contraction Skills	E	54
Contraction Pair-up	E	59
Make A Lollipop	P	51
Bone-Up On Contractions	E	57
Poke and Find Contractions	E	58
Plurals		
Plural Baseball Game	E	49
Find the Fooler Game	E	61
VOCABULARY		
Homonyms		
Flower Picking Time	E	81
Metaphors		
Metaphor Magic	JH	83
Synonym/Antonym/Homonyms		
Split Spirits	E	79
Vocabulary		
Snowflakes and Snowmen	E	74
Word Witch Hunt	E	73
Seasonal Characters	E	75
Homonyms/Antonyms		
Hands-on Homonyms	E	80
Similes/Metaphors		
Simple Simon's Simile Pie Shop	JH	84
Synonym/Antonym		
Word Meaning Bingo	E	77
Big Foot	E	78
Synonyms		
Synonym Safari	E	76

METHODS OF PRESENTATION

	Grade Level	Page
ACTIVITY		
A Sole Story	JH	86
ABC Hang-Ups	P	62
Bone-Up On Contractions	E	57
Bumper Stickers	E	118
Cloze Stories	I	94
Comic Outcomes	I	111
Compound Words Shape-up	E	56
Context Clues	JH	96
Cultivating Compound Words	E	50
Diary Sequence	JH	117
Direct Instruction of Cause-Effect	I	121
Drive Through Directions	JH	90
Fact and Opinion	JH	99
Fact-Opinion Autos	I	100
Follow Directions	JH	89
Getting to Know Famous People	I	123
Hatch Your Contraction Skills	E	54
Headlines of Titles	E	106
Know Your State	I	109
Left-Handed Teaching	JH	124
Let's Go to the Movies	JH	107
Let's Look at the Newspaper	JH	110
Love-A-Lot Bears	E	55
Making A Puppet	I	115
Mother Goose Box Rhymes	P	85
Mr. Fact -- Ms. Opinion	E	98
Mystery Detective	I	105
NCAA Basketball Tournament	I	112
Newspaper Search	I	103
No-Cook Fudge	I	87
Piggy Pick-Up	P	63
Poke and Find Contractions	E	58
Reading is Fun Clock	E	48
Rebus Adventure	JH	97
Rhyming Puppies	P	43
Scanning Programs	JH	125
Seasonal Characters	E	75
Seasonal Words	E	68
Sentence Expansion	I	102
Stories Through Picture Detail	JH	88
Survival Word Cards	I	71
Take A Pet Home	P	41
Telegrams	I	104
Word Meaning Via Context	JH	95
Word Pyramid	E	108
Word Worm	P	53
Make A Lollipop	P	51
BULLETIN BOARD		
Cabbage Patch Vowels	P	46
Dizzy Daisies	E	60
Driving Cause and Effect	JH	122
Metaphor Magic	JH	83
Rings on the Fingers	P	45
Simple Simon's Simile Pie Shop	JH	84
Snowflakes and Snowmen	E	74
Word Gobbler	P	64
Word Witch Hunt	E	73
GAME		
Beanbag Blends Game	P	44
Big Foot	E	78
Cause-Effect Game	E	120
Find the Fooler Game	E	61
Fun With Trivia	JE	101
Guess What?	E	92
Hands-On Homonyms	E	80
Holiday Bingo	E	70
Inchworm Game	E	114
Let's Play Leapfrog	P	67
Match Card Game	E	93
Old Flip Card Game	P	66
Plural Baseball Game	E	49
Split Spirits	E	79
Stump the Students	E	47
Synonym Safari	E	76
The 4 S Game	P	42
Word Meaning Bingo	E	77
LEARNING CENTER		
Contraction Pair-up	E	59
Flower Picking Time	E	81
How Do You...?	E	113
Reading the Rules of the Road	JH	119
Word Chop	P	52

HOLIDAYS AND SEASONS

	Grade Level	Page
Halloween		
Split Spirits	E	79
Spring/Summer		
Cabbage Patch Vowels	E	46
Cultivating Compound Words	E	50
Dizzy Daisies	E	60
Various Holidays		
Holiday Bingo	E	70
Winter		
Snowflakes and Snowmen	E	74
Word Witch Hunt	E	73
Flower Picking Time	E	81
Metaphor Magic	JH	83
Plural Baseball Game	E	49
Seasonal Characters	E	75
Seasonal Words	E	68

NEWSPAPER ACTIVITIES

	Grade Level	Page
Comic Outcomes	I	111
Fact and Opinion	JH	99
Let's Look at the Newspaper	JH	110
NCAA Basketball Tournament	I	112
Newspaper Search	I	103

MATH ACTIVITIES INDEX

	Grade Level	Page
Calendar		
Calendar Math	E	164
Computation		
The Bean Game	E	144
What's for Lunch	I	155
Fractions		
Enjoying Fraction	I	153
Showers of Equal Fractions	I	152
Geometry Terms		
Geometry Through Art	I	165
Tangrams	E	166
Graphs		
Making Graphs	I	163
Inches/Yards		
Christmas Wreaths	E	161
Integers		
The Interger Game	JH	154
Liquid Measurement		
Liquid Measurement	E	160
Map Reading		
Launching Helium Balloons	E	158
Money Computation		
Family Budget	E	157
Food for Thought	I	156
Number Recognition		
Matho	E	140
Number Relations		
Related Addition and Subtraction	P	139
Place Value Eggs	E	141
Frog Roundup	E	142
Rounding		
Space Attack	I	143
Thermometers		
Graphing Temperature	E	162
Various Skills		
Playing for Practice	E	146
Whole Number Facts		
Multiplication Clip	E	148
Multiplication Dominoes	E	147
Pac Man Gobbles Facts	I	150
Play Ball	E	149
Basic Facts Spinners	E	145
Addition Dominoes	E	147
Whole Number Operations		
Read and Find: Newspaper Math	I	151
Word Problems		
Four Steps to Solving Problems	E	136
Gator Attack	E	137

METHODS OF PRESENTATION ACTIVITY	Grade Level	Page
Basic Facts Spinners	E	145
Calendar math	E	164
Christmas Wreaths	JH	161
Enjoying Fractions	I	153
Family Budget	E	157
Four Steps to Solving Problems	E	136
Frog Roundup	E	142
Geometry Through Art	I	165
Graphing Temperature	E	162
Launching Helium Balloons	E	158
Liquid Measurement	E	160
Multiplication Clip	E	148
Place Value Eggs	E	141
Play Ball	E	149
Read and Find: Newspaper Math	I	151
Related Addition and Subtraction	P	139
Tangrams	E	166

BULLETIN BOARD	Grade Level	Page
Food for Thought	I	156
Gator Attack	E	137
Making Graphs	I	163
Pac Man Gobbles Facts	I	150
Showers of Equal Fractions	I	152
The Integer Game	JH	154
What's For Lunch	I	155
GAME		
Addition Dominoes	E	147
Matho	E	140
Multiplication Dominoes	E	147
Playing for Practice	E	146
Space Attack	I	143
The Bean Game	P	144